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
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
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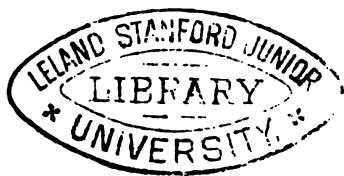
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THE

RHODE ISLAND SCHOOLMASTER.

JANUARY, 1865.

VOLUME ELEVEN.

NUMBER ONE.

A FEW THOUGHTS ABOUT GRAMMAR.

THAT by studying the science of Grammar young pupils are likely to attain the art of using the English language correctly, is a proposition which the experience of almost every teacher directly confutes. The pupil's language is the result of a complexity of influences in which his grammatical study holds a very inferior place. The chief source from which he derives his manner of expression is his associations, more at home, in the street and in the school-yard, than in the school-room. That he will adopt the next slang phrase that goes current throughout Yankeedom is a predetermined fact which the army of pedagogues, with all the artillery of the Syntax, will be powerless to resist.

Grammar, like its kindred sciences, is a fine study for the mature scholar. It is the Anatomy of Speech, as Rhetoric is its Physiology; but the Hygiene, under the laws of which the children must live even before they know them, is a separate department. How to rear the young in health of language, as well as in health of morals and of body, is a question well worthy of discussion by all who profess an interest in their welfare.

A boy's speech shows his breeding rather than his knowledge. It is one element of the training that he gets at home and among his fellows. As his society is polite or rude, so will his manner of talking be. My forty boys have all had pretty much the same schooling; but in correctness of speech they differ as much as their parents.

The most direct and effective way in which a teacher can exert an influence over the language of his pupils is to set them a vigorous example of manly and appropriate English. Mere correctness of expression will not be very effectual as an example. Unless there is something taking in the teacher's use of language, it will be simply harmless, without power as an incentive. The negative virtue of committing no offence against Syntax and never uttering a word that has the faintest odor of slang, is, in itself, a paltry, imbecile accomplishment.

What, then, is this positive quality of speech, by virtue of which an influence for good may be imparted to others? We express it as directness, fitness and conciseness, of expression. Renouncing as both a less feasible and less worthy object of endeavor, the inculcation of a perfect grammatical propriety, the teacher ought to assume as his standard the highest possible culture of the powers of language. We shall do well to teach the boys to hold grammatical accuracy in the same estimation that wise men, and not prudes and pedants, do. And in our daily talk with our pupils we shall do better to stand on the natural ground of men confronting men, than to mount the stilts of the conventional pedagogue. A man does not teach his son from behind a desk on a platform; no more, morally, need the teacher so teach his school.

In matters of *knowledge* the teacher may assume the guidance and control of his pupil. But in matters of *habit* he must forego all but his small quantum of influence. It will be great success for him if, in a few instances, he succeed in developing in his pupil, as habit of speech, two or three principles which he has before instilled as science.

That person is the best teacher of Grammar who uses language himself with the greatest ease and effectiveness. The pupil's proficiency in the use of speech depends on his æsthetic tastes more than on the analytical powers of his mind. We have heard of famous teachers of Grammar, but have not found their pupils especially skillful in using language.

It will be seen that we are going back to the teacher's personal character, leaving out of sight all text-books and the traditions of the schools. We suppose that the teacher can put on the blackboard now and then a sentence which will soon exhaust all the necessary dogmatic part of Grammar. Whenever the dead-weight of text-books can be removed from this study, and the formal traditions dis-

carded, then the teacher can begin to exert without obstruction a real influence, as strong as his own character on the language of his pupils.

If it is objected that teachers capable of exerting an individual influence of the nature we have suggested are rare, we answer that they are just as common as earnest, thinking men. Rare enough, doubtless. No amount of work spent directly on the school will quite atone for neglect of culture of self. If the teacher will, by studying the models of written language, frequenting cultivated society, and striving to attain genuine self-reliant thought of his own, elevate himself to his proper position of originality, he will thereby acquire a power that can never be exerted through the prescribed forms of the schools.

JUVENILE DEPRAVITY AND THE PUBLIC SCHOOLS.

THE spirit of rowdyism and recklessness which precedes a Presidential election, seems to be contagious. Like colds, catarrhs and diarrhœas, it attacks a whole community at once, runs its course, and dies out of its own accord. Even the dogs about the streets grow cross, snappish and pugnacious. It seizes a troop of boys, and forthwith they stone a gang of Chinamen, encouraged by the chivalric conduct of two brave butchers who made mince-meat of an unfortunate Mongolian not long since. Others catch it, and, on a small scale, imitate their elders, in that kind of heroic valor, which resents a word by a blow, and appeals to the higher law of fisticuffs.

Then goes up a howl of indignation against the public schools. Reporters point their paragraphs with morality, and hurl them against public school teachers who tolerate such things.

All the young rowdyism of the city is charged upon the boys of the public schools. Public speakers, on public occasions, expiate on the fearful depravity of this new Sodom on the shores of the Pacific. Two or three cases of moral depravity are ferreted out in one or two public schools; and forthwith they are all charged with being dens of infamy, charnel houses of corruption, worthy of Gomorrah on the day before it was purified by fire and brimstone.

These are grave and serious charges, and they demand from our hands some answer. Is it true that the youth of this city are worse

than the children of other cities?—and if so, are the public schools responsible for such a condition of things? It is undoubtedly true that there is, in this city, a class of boys precocious in iniquity. They have grown up in a rough-and-tumble life which has made them rude, disrespectful, saucy, and impudent. They are keen, smart and shrewd, but dwarfed in their moral natures. They have all the restless activity of scalded fiends. Profanity is their vernacular, inlaid with obscenity and vulgarity. They chew tobacco, smoke cigars, and imbibe mint-julips and brandy cocktails. They have a nice sense of honor, and use their fists “scientifically.” But few such boys are found in the public schools, or in any schools except the street and the corner grogeries. The schools are not justly chargeable with all their varied accomplishments.

Granted that some vicious boys belong to the public schools. When they are on the school grounds the teachers are responsible for their conduct; but the schools have them only six hours out of the twenty-four. Where are they the rest of the time? Under the control of their parents, who cannot shift the whole government to the shoulders of the teachers, and charge all vices to school accounts.

The lack of home discipline, of parental restraint, is a fruitful cause of evil. Headstrong children govern careless and weak parents. The greatest difficulty the teachers have to contend with, is the want of a hearty coöperation on the part of fathers and mothers in enforcing a strict, rigid, and unswerving school discipline. It is sheer transcendentalism to talk of Utopian systems of government by love alone. Judicious severity is, in the end, true benevolence and real kindness. Fear of punishment is a law of nature, of the physical world as well as of the mental and moral. Were there no physical pain or punishment connected with drunkenness or licentiousness, how long would men hesitate to plunge into excesses? When an adept in street accomplishments, rude, impudent, careless and profane, enters school, he submits only when he feels the strong hand of power holding him as relentlessly as fate. When his moral faculties have been developed, kindness will govern him, as the wild horse of the pampas once lassoed and subdued, submits to be led by a child. Yet, when the teacher takes a firm stand and enforces his rules by direct punishment, it too often is the case that unthinking and unreasonable parents sympathize with the dear little offenders, and “take them out of school,” out of the hands of the terrible ogre who lives by beating innocent little children. Cannot parents see that the willful boy

will soon rebel against their authority just as he has against the teacher's? "They that sow the wind shall reap the whirlwind."

Where do the boys pass their evenings from six o'clock to ten? Who is their keeper then, the teacher or the parent? Are they at home in the family circle, reading or studying their lessons? Some of them are, but many are their own keepers, with full license to go where they choose. The evening street schools all over the city are fully and regularly attended. Their teachers are experienced in practice, and artful in theory. What avails the influence of the public school teacher against such a flood of pollution and debasing influences? These pupils of squad schools gather round the reeking mouths of drinking hells. They cluster in dark alleys. They hang round the theatres; they frequent the low places of amusement where coarse jests and vulgar jokes are retailed for two bits. They enter pestilential dens of infamy, to drink the Circean cup and become transformed into swine.

Where do the boys of the city pass the Sabbaths?—in the quietness of home, in the place of worship, in the Sunday school? Some of them do, but more of them are found lounging around the wharves, at the Willows, or Hayes' Park. Are the public schools responsible?

Such boys as we have described are found in all cities. We doubt if they are any worse here than in New York, or Boston, or Chicago. During the past ten years we have taught many thousands of boys in this city, and have found the great majority of them honest, industrious, and trustworthy. We have seen them leave school, and see them now, holding good positions as clerks and apprentices, growing up respectable and enterprising young men. Rakes and rascals are the exceptions.

During our term of ten years' teaching, we have visited many households of families, of all classes of society, rich and poor, high and low. While we found in some families a bad home government, in a great majority the home discipline was as good, and the family circle as pleasant, as can be found in the first families of Boston or Virginia. Indeed, we found many pleasanter than we ever knew in New England, for wholesome restraint was tempered by a kinder social atmosphere, and more attention was paid to harmless amusements and wholesome enjoyments.

The home training in the German families of the city is preferable to our taste to the most rigid rule of the *most strictest* models that are

sometimes held up for our imitation. We have here a picked population—as noble men and true women as can be found on the face of the globe; we have, too, as good homes, and pleasant firesides, and well-bred children.

And while speaking in defence of our homes and home training, we feel called upon to say a word in defence of our girls, who on several public occasions, have been *twitted* with being vain, frivolous, forward and foolish. So far as our observation goes, our girls are very much like the girls of other cities, except that in physical health and vigor they are superior to most. They may play a little harder and romp a little more than the daughters of the first families East—we like them all the better for it. We have seen hundreds of them leave school, modest, intelligent and well-bred; they have made good and virtuous wives, and are now good and sensible mothers, quite as good as any imported from the places of model morality.

As a panacea for all our ills, as a sin-offering for both parents and children, it is proposed to model our schools after the first schools of Boston, and the ward schools of New York—to separate the boys from the girls—the sheep from the goats, and turn over a new leaf in morality. Then the girls will all become angels, like the Boston school girls, who are little lumps of pure perfection; and the boys will become saints, like the little Bowery boys of New York, where they never go to school with girls, and of course never know what sin is.—*California Teacher*.

TREES CHARACTERIZED.

The sailing *Pine*; the *Cedar*, prond and tall;
 The vine-prop *Elm*; the *Poplar*, never dry;
 The builder *Oak*, sole king of forests all;
 The *Aspen*, good for staves; the *Cypress*, funeral;
 The *Laurel*, meed of mighty conquerors,
 And poets sage; the *Fir*, that weepeth still;
 The *Willow*, worn of hopeless paramours;
 The *Yew*, obedient to the bender's will;
 The *Birch*, for shafts; the *Sallow*, for the mill;
 The *Myrrh*, sweet bleeding in the bitter wound,
 The warlike *Beech*; the *Ash*, for nothing ill;
 The fruitful *Olive*, and the *Plantain* round;
 The carver *Helm*; the *Maple*, seldom inward sound.

—SPENCER.

SUPPLY AND DEMAND OF TEACHERS.

AN excess of supply over demand generally leads to the acceptance of much that is bad, and the rejection of much that is good. An excess of material seldom adds anything to the beauty of the structure. Experience will prove these remarks true in the commercial and manufacturing world, and observation in the literary and learned. A replete and over stocked market, whether of merchandise or talent, invariably tends to lower the moral *status* of both buyer and seller. Admitting the general acceptance of these observations, the growing evil exhibited in the large excess of teachers over the demand must have attracted the attention of every educationalist in the country. This evil has greatly increased of late years ; and, unless something be done towards its extinction, it will, eventually, be productive of one result ; that of positive injury to our, in many respects, admirable school system. This evil has even now assumed such dimensions, that numbers of individuals, of every grade of character, are traversing the country under the sanction of a certificate, which they obtained by chance or otherwise, offering their services as teachers, for any length of time, at almost any amount of remuneration. Many of these fellows, wholly inexperienced as teachers, having no love for the profession, further than its exclusion from manual labour, possess but a very limited knowledge of the rudiments of their mother tongue. It not unfrequently happens that necessity points these individuals to other means than honorable to procure a school. Such an order of things militates very strongly against the interests of the professional teachers. It is natural that men of talent and education, when they find themselves undermined by persons of inferiority, will if possible, find a less responsible and more lucrative employment.

To a certain class of trustees, these low-priced teachers are particularly acceptable. With them the cheapest man is the best. According to their creed, education only occupies a secondary place, when contrasted with dollars and cents. Education and talent are thus rendered subservient to the god of the pocket ; and incapacity patronized at the expense of professional ability. The question is, how is this evil to be remedied ? In what manner can this difficulty be met and overcome, without checking, for a time, the progress of our educational machinery ? Two practical methods appear adequate to meet the requirements of the case. First : Raise the qualification standard

to a sufficient height, and cut off a large number of the lower grades. Again, abolish the present system of sectional trustees, and institute instead a township board, having control over all schools within the bounds of the municipality in which they reside. These changes are not only practicable, but necessary. The standard of examination has hitherto, been far too low; for it is well known that there are many men in Canada, holding *first-class certificates*, incapable of teaching properly the commonest kind of a common school. Apart from the question of qualification, the very idea of calling up teachers periodically for examination is absurd in the extreme. Nothing short of the abolition of those petty county boards, and the establishment of a central provincial board, before whom all teachers are compelled to appear, will remove this evil, and bring about a satisfactory and permanent change. The establishment of township boards of trustees would remove many hindrances which at present stand in the way of the teacher. Local prejudice, and all this popular tittle-tattle about school grievances—more frequently imaginary than real—which has done so much to injure school discipline, would be destroyed. We could, thus, secure men of education and influence to superintend the working of our schools; whereas, according to the present system, it matters not how ignorant a man may be of schools and school business, he is eligible, if sufficiently assessed, to become one of a corporation having almost unlimited power at their control. Our present system places undue power within reach of the ignorant. Whenever the reins of government are placed within the grasp of all, discretion seldom becomes prominent as a leading feature in that government. Canada will never possess a class of thorough teachers, until means are taken to pay them better for their labor. In order to accomplish this, the quality must be increased, and the quantity reduced—such is the object of the above remarks.—*Educational Journal for Upper Canada.*

THE GLORY OF THE PINES.

Magnificent are the pines! nay, sometimes, almost terrible. Other trees tufting crag or hill, yield to the form and sway of the ground, clothe it with soft compliance, are partly the flutterers, partly its comforters. But the pine is serene resistance, self-contained; nor can I ever, without awe, stay long under a great Alpine cliff, far from house or work of men, looking up to its companies of pine, as they stand on

the inaccessible juts and perilous lodges of the enormous wall, in quiet multitudes, each like the shadow of the one beside it—upright, fixed, spectral, like troops not knowing each other—dumb forever. You cannot reach them, cannot cry to them—those trees never heard human voice ; they are far above all sound but of the winds. No foot ever stirred fallen leaf of theirs. All comfortless they stand, between the two eternities of the Vacancy and the Rock ; yet with such iron will, that the Rock itself looks bent and shattered beside them—fragile, weak, inconsistent, compared to their dark energy of delicate life and monotony of enchanted pride ; numbered unconquerable.—*Ruskin.*

PROPER ESTIMATION OF WOMAN.

I have experienced great pleasure in attending the exercises of this afternoon, and especially while listening to the recitations and the compositions of the graduating class ; which class, always an interesting one, has to-day done itself great credit. That so many young ladies should have had enough persistency of purpose to continue their studies here for four years, is worthy of all commendation in each of them, and does honor to their sex.

It has been my good fortune to find in several of the schools that I have taught, classes of young ladies, whose progress in their studies and whose general culture, have been far in advance of that of the young men in the same schools. And yet, possessing so fine abilities and having, while in school, such a start of their mates, though this fine mental organization and these quick perceptions will always be theirs, I cannot feel sure, that in the long run, they will prove the intellectual superiors of the men. Not because they have not the ability ; Miss Caroline Hershall, Mrs. Somerville, Mrs. Browning, Mrs. Stowe, Madame de Staël, Charlotte Bronte, Rosa Bonheur, Miss Hosmer and Florence Nightingale show us that no limits can be assigned to the variety or the extent of female genius. Yet the conditions of their after life are not, perhaps, in the present state of our civilization, favorable to her continued mental development, and what promised so profusely produces no corresponding results. Now, while you neglect no household duty, will you not try to retain all the

culture you have here acquired, and to make, daily or weekly, such additions to it as you may be able? For, somehow or other, though it is not desirable for women to become intellectual prodigies, we feel that we instinctively shun the notoriety that is implied therein, than the mental power that is displayed. For mind is the distinguishing characteristic of human beings; its manifestations are ever attractive, whether in man or in woman. When, then, many young ladies shall receive as good an education, as full and as thorough, as their brothers now obtain in the best colleges, the odium of being peculiar will no longer cling to the highly educated lady, and her society and companionship will be found even more desirable than ever.

It would be distasteful, perhaps, to you, and certainly is no part of my present purpose, to speak to you of "Woman's Rights," so called, on this occasion. Rather let it be my part to recount the glorious privileges that are, even now, hers by birth-right, which, if she will but duly appreciate and properly cherish, little cause will be found to complain to either society or her Maker, of lack of opportunity.

For a few moments, if you please, let us pass in review the possible course of life, such as we have all seen in parts in this one and in that, and from these fragments let us construct the rounded whole.

1. It is the dawn of her life; a babe has just been born, the first, it may be, that with its holy influences and wondrous fresh existence has been ushered into this family circle, henceforth consecrated and blessed, forevermore. How wonderful its every motion; what joy do its infant smiles convey; how proud is the father, how happy the mother; the visitors all ask to see it; its little cousins delight to stand gazing upon it.

2. And now she is a young girl, whose merry laugh is heard in the hall, whose cheery, bird-like song makes the whole house redolent of joyousness. Rushing down the steps, she runs away to meet her father, who misses her whenever absent and would fain hasten her return.

Blue eyes peeping forth 'mid clustering curls, may you always sparkle thus merrily; clear voice, warbling some simple strain, may you ever ring thus cheerily; dear heart, gushing over in so wild laughter, may you never beat less merrily.

3. Let a few years pass, and she becomes a young woman; beautiful merely we will not style her, for a transcendent charm pervades her presence, wherein spiritual loveliness and innate purity

are twined. She is the crown and pride of the whole household. Rudeness stands abashed in her presence, while every finer feeling of the heart becomes exalted. And perhaps some young man comes by chance within the sphere of her attraction; henceforth his life is to circle round hers as its central sun, towards whose aspect, centre of all sweet and holy influences, his face will constantly be turned.

4. Years pass away with the young wife in her new home before we can call upon her to renew an old acquaintance. We ring the door-bell, and this is she, more mature, more thoughtful than ever, with a fairer copy of herself dancing beside her. Wise ruler of her household, beloved by her children, the admiration of her husband,—what a fountain of joy is she, what inestimable privileges are hers!

5. But we must hurry on. Again, and the children have all left the old homestead; the eldest long since, the youngest has but just gone. How lonely seems the old house now, where neither laughter, nor song, nor pattering feet are longer heard. Leaf after leaf has been taken from the long dining-table, and now at the round board sit opposite each other the aged pair, serene and peaceful. Distant homes are happier at sight of her; visits to grand-mother are often made; presents and keepsakes from her are highly prized.

6. And now, at last, on some dreaded, though long expected morning the electric thrill passes over the wires, and from widely separated homes in city or in country, come weeping daughters and mourning sons with their little ones beside them; sadder still those whom illness, distance or duties have kept away. Relatives not seen for years are there; friends of the departed drop in one by one; the neighbors, among whom, in poverty, sickness and in trouble, she had long been a ministering angel, flock to pay the last tribute of respect to one they hold so dear.

O friends, stifling your sobs round the corpse of the departed, let us not bewail too selfishly our loss. God has been gracious to us, in that she has dwelt so long among us. What would the earth be, were it not for such as she. Her memory we will fondly cherish, and will imitate her virtues.

And for thee, bright spirit, who hast yet scarcely vanished from our sight, whose voice, as thou treadest the heavenly way, thy looks fixed on God, falls on our ears, soft as the music of tinkling bells,

“Nearer, my God, to thee, nearer to thee.”

God hath favored thee beyond compare ; babe, daughter, sister, beloved, wife, grandmother, all these thou tellest o'er, and callest them all thine own ; their blessed ministrations it has been thy privilege to dispense, and we thank thee for them.

And why should this be said here ? That we may prize higher what is given us, and not spend life in vain repinings for what we have not. Because life is too great a boon for us to slightly prize ; because we should accustom ourselves to contemplate at times its possibilities, and not consider its drear realities alone ; because we should not always linger on the lower level of our existence, but arise betimes to view its sublimer aspects. That every young woman should bethink herself, and do nothing unworthy her true position ; that every young man, every boy at school, should cherish as the apple of his eye, respect for the intrinsic loveliness of female character, and see to it that through his own baseness he lose not that high and almost chivalric estimate of woman which has ever characterized the noblest men.

ON the 19th a most interesting discovery was made in Newton Quarry, near Elgin, by the workmen of Messrs. Humphrey & Rennie, builders, Elgin, lessees of the works. The men, while engaged in blasting a rock with no seam in it that would have admitted the edge of a six-penny piece, were astonished to see, when they had blasted the rock, a small hole, and a toad creeping out of it. The hole was not in a seam, so as to countenance the probability of the toad having got into it, but, we repeat, in solid rock ; and, as a proof of this, we have the evidence of our eyesight, for both stone and toad are now in this office beside us, kindly sent, at our request, by Mr. Humphrey. The hole would hold a man's fist, and is coated with clay or fuller's earth of a darkish color or brown, not very different from that of the creature that, for unnumbered ages, slumbered in it forty feet below the level of the surrounding country, and more than twenty feet below the surface of the rock. It is a curious fact that the cleavage that exposed the toad laid bare four other holes, exactly on the same level, all about the same size as that in which the toad had lain, and they were coated with dark colored clay, countenancing the probability that each of these holes may have at one time contained a toad, but that by some means all had perished but one.—*Elgin (Scotland) Courant*.

STRIKE NOT IN WRATH.

FRETTE^d, harrassed, tried, perplexed,
 Almost ready to be vexed
 With the crowd of little cares,
 Teacher now beware.
 Let thy smile be pleasant still,
 Conquer temper with a will,
 He is mighty who forbears.
 Teacher, then still bear.

Children saucy, stupid, thick,
 Teacher's temper over quick,
 Vexed beyond restraining pow'r,
 Teacher, thou should'st pray.
 He who stilled tempestuous sea
 Now will ever ready be,
 In temptations trying hour,
 Smooth to make thy way.

Is there pressing need of rod?
 Strike not till thou hast of God
 Asked the best, the wisest plan;
 Strike then if thou must.
 Not to heal thy wounded pride,
 Not because thy temper's tried,
 Not to gratify the man,
 But because 'tis just.

If thou can'st not wrath restrain,
 Can'st not from the rod refrain,
 Nor wilt ask of God the pow'r,
 Teacher, leave the school.
 Farm, machine shop, any place,
 Thou can'st and had'st better grace,
 Than stay where each day and hour
 Needs the wisest rule.

FRED.

River Point, Dec. 23d, 1864.

STUDY OF GRAMMAR.

THIS subject is now under discussion, and we propose to say a few words upon it in THE SCHOOLMASTER. Not that we shall present anything original, but rather to call out something original from others.

The oldest teachers can learn something new connected with all branches of study, and we should not by any means rest satisfied that we have reached the limit of perfection in the method of teaching any science, much less that of Grammar.

The same influence exerts itself in that branch of study as in others, namely, a desire to avoid the practical and the reason of things, and acquire only a superficial and popular view.

By *popular*, here, we mean that prevalent desire to go *over* much and *through* little; which prefers fancy French to substantial Latin; which chooses Botany or Music, instead of the logical conclusions of Geometry or the rigid "why" of Arithmetic.

Those of us who are teachers find a feeling in every school which opposes giving the *reason* of facts in mathematics, and occupies a too lofty position to condescend to correct an example in false syntax and give the reason for the correction.

We should, in every study, as far as possible teach the practical, or as large proportion of it as circumstances will allow. In the study of Grammar, the custom generally is, we think, to confine the student too much to mere analysis and parsing. How many "good scholars" there are who will parse and analyze to perfection, and yet they cannot correct the following sentences: "Sit that chair down and let it set"; "I laid all night in pain"; "I thought it was her"; "Lie that book down and let it lay," &c. We need not multiply examples. We do not look upon analysis and parsing as unworthy an honorable place; far from it; but we would unite with them, daily, the correction of sentences, transposition, illustration of synonymes, verbal illustrations of complex, compound, interrogative *and* compound, imperative *and* complex sentences, combining all the names possible in the same sentence; and let this be carried to clauses, illustrating adjective, adverbial, substantive, hypothetical, relative, comparative, restrictive, parenthetical, &c., in all their combinations, till the subject is made perfectly familiar.

If a class should be carried through the false syntax of Gould Brown's Institutes, for instance, or any other equally critical work, and be required to give a reason for the corrections made, a practical knowledge of the use of our language would be far more readily acquired than by the common methods of treating the subject. The result of the above suggestion carried out, we have in part seen, and the tendency is to make pupils critical, and quick to see the errors of others in conversation.

The prejudice against coming down—really going up—to this, must be overcome. Teachers must mould and direct the education of youth, and not follow the practices of their predecessors, nor the erroneous views of their pupils.

The object of studying Grammar should be to acquire a correct use of our language, and we know of no better method than that of daily exercise in correcting errors in its use.

Much may be done in etymology with the less advanced classes. A definition is not enough for a pupil to give. It must be ascertained whether he fully comprehends the definition and can give examples under it. It would in many cases be a good discipline for each member of the class to bring in at each recitation all the errors he had heard made in conversation since the last lesson, omitting the name of the one making the mistake. The study need not be so “dry,” as some seem to think it is. We must find new methods, open new paths, search for the true course to be pursued, and be more practical.

EDUCATIONAL INTELLIGENCE.

SUPERINTENDENT'S QUARTERLY REPORT.

OFFICE OF THE SUPERINTENDENT, PROVIDENCE, NOV. 18, 1864.

To the School Committee of the City of Providence :

GENTLEMEN : — The results of the examinations recently made, are, on the whole, as satisfactory as in any former term. We have now but a few schools that are not in a good condition—a much smaller number than ever before. There is yet, however, much to be done to elevate all our schools to a still higher point of excellence. Parents and Committees should manifest a higher appreciation of the incomparable value of public education, and should show a deeper interest in the welfare of our schools, by a more active coöperation and sympathy with those who are engaged in the arduous duties of bringing them up to the highest standard. Unless supported liberally and generously by public sympathy, our schools must languish and fail of that vigor and efficiency they might and ought otherwise to possess.

It has been my purpose, in previous reports, to point out what teachers should avoid and what they should aim at to perfect their work ; this I shall continue to do, although many of the suggestions I shall now make I have before made, but so long as errors and faults exist, teachers should be warned against them.

One of the first requisites for a good school is good order. A school that is not well governed is comparatively worthless. A teacher may possess every other quali-

fication in an eminent degree, but if he cannot discipline his school wisely and judiciously, he is not fitted for the responsible position he occupies. It is a great mistake to suppose that obedience can be best enforced by a stern, harsh and repulsive manner. Those who act under this belief will sooner or later assuredly fail. A gentlemanly and courteous demeanor is never incompatible with firmness and decision in maintaining the right.

The most common mistake made by teachers is, they govern too much. They have too much machinery and too many rules. They are not systematic and uniform; sometimes they are rigid and exact in enforcing obedience, at other times they are indulgent, careless and lax. Much valuable time is often wasted in inquiring into what may be called petty offences and the violation of some useless regulation in school. The laws of a school should be few and of a general character, and always so clearly stated as never to be misunderstood. Many teachers err in announcing to the school beforehand the exact penalty for each offence. This is a great mistake. No one can decide wisely what ought to be done in any particular case till it occurs. This should be determined by an examination of all the facts and circumstances connected with it. Disobedience that is the result of thoughtlessness and inattention should never be punished in the same way as that which is deliberate and wilful. Teachers often feel compelled to inflict corporal punishment because they have threatened it, when they would not have inflicted it if it had not been threatened. By such injudicious punishments the moral force of discipline is entirely lost.

The veracity and honesty of pupils should never be doubted, without the most decisive proof, and when this exists, it should never be proclaimed to the school, but should be corrected by personal and private interviews with the pupils. Corporal punishments are not the proper means to enforce moral duties. The conscience is not moved or softened by the infliction of bodily pain. There are motives, however, which a skillful teacher knows how to use with effect. Nothing is ever gained in disgracing a pupil in the eyes of his companions, but a great moral force is lost. The teacher who is continually telling his scholars how stupid and how bad they are, seldom, if ever, gains access to the conscience and the heart.

One of the most imperative duties of teachers is to make continued efforts to render their schools as attractive and pleasant as possible. This is especially important where the pupils are of that age when they begin to feel the confinement and restraints of the school-room irksome. Many attend school who have no natural love or taste for study, and who are not old enough to judge wisely what is best for their future good. Such do not and cannot appreciate the full value of a liberal education. Much can be done to interest and gain the confidence of such scholars. By kind attentions, by sympathy, friendly caution and advice, an influence may be exerted for good that shall extend through their whole life. There are many attractions in this city for the young to divert their minds from their studies and to draw them away from school. Almost every conceivable temptation is thrown around them to entice them into the forbidden paths of vice. Our schools, as far as possible, should become barriers against evils which are assailing them on every side. Parents and teachers should unite heartily and perseveringly to save every child from the threatening ruin.

There are mistakes in teaching, as well as in discipline, that ought to be avoided. The most prominent fault in teaching now noticed is that pupils are taught words without ideas. This practice has been pointed out and condemned in almost every teachers' institute, and in every educational journal, and yet there is no error into

which young teachers especially are more prone to fall. The memories of children are crowded with words and terms and processes, but their perceptive and reasoning faculties are seldom called into activity. Many teachers tell their pupils that they must think and reason, but do not explain to them what thinking and reasoning are. They do not point out clearly the first steps in each process, and lead them along gradually and pleasantly till they have acquired strength and confidence to trust in their own powers.

Some fall into the opposite error. They explain too much. They leave but little or nothing for the pupil to do for himself. Instead of teaching how to think and reason, they think and reason for him; and all that is required is to commit to memory the processes after they have been reasoned out. Such methods of teaching should be most studiously avoided. It would be no more absurd for a nurse to attempt to teach a child to walk by carrying him continually in her arms, than to expect that the reasoning powers of children will be developed and cultivated while the reasoning and thinking is performed for them. Many attempt to explain what needs no explanation. They do not discriminate between those studies which are acquired solely or mainly by an effort of the memory and those which are acquired by processes of reasoning. The memory is undoubtedly the first faculty that is called into active exercise; and this should be most assiduously cultivated.

Teachers sometimes err in assigning lessons that are too long and too difficult, so that pupils are often discouraged and lose their interest in their studies and in their school, or else over-exert themselves and suffer both in body and mind in consequence. This error, by no means uncommon, should be most carefully guarded against. Great skill and judgment are required in always adapting the lesson to the understanding and capabilities of the pupils; without this, no teacher can be eminently successful. There are great diversities in pupils in their ability to understand a principle or to comprehend an explanation. What will suffice for one-half of a class will be wholly inadequate for the remainder. The dull scholars, and not the bright ones, should receive the special, personal attention of the teachers. There is also another extreme to be avoided. Not unfrequently too little is required of pupils. The tasks are so easy that scarcely any mental effort is needed to master them. They are compelled to review what they have passed over so many times that there is no stimulus arising from the pleasures and consciousness of new acquisition. And as a consequence, they become idle, careless, and often subjects of discipline. Besides all this, much precious time is wasted, and the most valuable discipline of mind lost.

There has been a diminution in the number of children attending school the past term. Roman Catholic children continue to leave to attend private schools of their own. More than seven hundred have left within two years. Nearly one hundred have recently left the Hospital Street School, so it will be necessary to close one or more rooms. The whole number of pupils registered is 7,410. There have been received, 287 into the High School, 1,875 into the Grammar, 1,774 into the Intermediate, and 3,534 into the Primary Schools.

All of which is respectfully submitted,

DANIEL LEACH, *Supt. Public Schools.*

In Vermont, 73,259 of the 85,795 children of the school age actually attended school last year, requiring 4,841 teachers, who were paid an average monthly compensation of \$20.48 for males and \$8.16 for females.

THE INSTITUTE AT NORTH SCITUATE.

THE fourth meeting of the Rhode Island Institute of Instruction commenced its session Friday evening, Dec. 16, in the Congregational Church, North Scituate.

The Institute was called to order by the President, William A. Mowry. Prayer was offered by Rev. William H. Bowen. After a few earnest words by the President, Rev. J. H. McCarty, of Providence, was introduced as the lecturer for the evening, who announced as his subject, "The Lights and Shadows of the School-room."

Among the shadows were enumerated, monotony of every day life, dullness of pupils, want of sympathy on the part of parents, small compensation. The lights were the consciousness of duty faithfully performed, the sight of awakening intelligence, and the hope and faith that a bright harvest of good shall be reaped in the future from the present unpropitious sowing.

After some further remarks by the President, the Institute adjourned.

SATURDAY MORNING.

The Institute met at 9 o'clock in the Hall of the Lapham Institute, President in the chair. Prayer was offered by Rev. Mr. Fobes.

The subject, "What Considerations are necessary for the establishment of a High School in the Rural Towns," was taken up and discussed by Rev. William H. Bowen, Messrs. Mowry and Snow; Rev. B. F. Hayes and Rev. Mr. Fobes. The conclusion arrived at was, that towns should be taxed to give all their children who desire it, a free education in the branches of learning usually taught in a High School.

SATURDAY AFTERNOON.

The President called the meeting to order at 2 o'clock, and spoke briefly to the teachers, urging them to form town associations, that they might become better qualified, and thereby act as helps to each other.

Mr. F. B. Snow, of Providence, then gave a familiar lecture on the subject of Spelling, pointing out many helps which might be given to scholars by teachers, in showing them how to study, and also showing them how to test the knowledge of the pupils and to accomplish the desired end, that is, good spelling.

On motion of Mr. Snow, the President appointed J. W. Colwell, of Providence, Rev. W. H. Bowen and Mr. H. Potter, of North Scituate, a Committee on Resolutions.

The President and Mr. Snow then presented the claims and wants of THE R. I. SCHOOLMASTER.

After a recess and singing, Rev. B. F. Hayes was called upon to discuss the subject, "How shall the teacher elevate his profession," and was followed by James W. Colwell. The point of their remarks was, that the teacher should elevate himself by study and culture and the shunning of every low habit. Rev. Mr. Bowen spoke for a few moments on the subject, "At what should we aim in teaching Grammar?" He thought we should teach children to speak and write the English language correctly, which he believed could be done without forcing a child through all the technicalities of most of the text-books on Grammar.

Mr. Snow spoke on the subject, "What are the legitimate studies for the Common School?"

Mr. Colwell, from the Committee on Resolutions, reported the following :

Resolved, That the thanks of the Institute are due, and are hereby returned, to the Rev. J. H. McCarty, of Providence, for a pleasing and instructive lecture on the "Lights and Shadows of the School-room." We only regret that there were not more present to hear it.

Resolved, That the thanks of the Institute are also tendered to Mr. F. B. Snow, Principal of the Bridgham School, Providence, for unfolding to us, in a familiar lecture, an ingenious method of teaching spelling.

Resolved, That to the citizens of North Scituate we are indebted for the kind and hospitable manner in which they have received us to their homes, making ample accommodations for all teachers present; and that to them we now return our sincere thanks.

Resolved, That to the Committee of Arrangements, also, are due the thanks of the Institute, for the pleasant and complete manner in which their duties have been performed.

After some brief remarks by Mr. Hayes and the President, and the singing of "America," the Institute adjourned.

QUESTIONS FOR WRITTEN EXAMINATIONS.

QUESTIONS IN GEOGRAPHY.

THE following questions were given to the scholars in the First Grammar School, Bristol, R. I., in a recent examination:

1. In what latitude is the Tropic of Capricorn? How many degrees wide is the Torrid Zone? What large islands does the equator cross? At what latitude would a ship enter the South Temperate Zone in sailing from the equator? Where is the Isle of Man?
2. Where is the city of Singapore? In what latitude is Havana? Canton? Pernambuco? Mobile? Sidney? What mountains in Austria? Where is the town of Nassau? What does the Strait of Bonifacio separate? Where is the Isle of Wight?
3. Through what bodies of water would a vessel pass, in sailing from Liverpool, (England,) to Calcutta? Name the capital of Dutch Guiana. Which is the higher above the level of the sea, the city of Washington or the city of Mexico? Name a country from which we obtain prunes? Name the largest city in South America.
4. Where is Chattanooga? Name five of the largest rivers in North Carolina, and the bodies of water into which they flow. Name an island from which dried currants are exported. Where is Cape Flattery? Name all the bodies of water through which a vessel would pass, in sailing from the greatest grain port in the world, to the greatest grain port in Europe.
5. Where is the city of Callao? Where are the Snow Mountains? What does Bass Strait separate? Where is Lake Baikal? Through what bodies of water would a vessel pass in sailing from the capital of Louisiana to the capital of the British Empire?

6. Name the capital of Victoria. When does the wet season occur in that part of the Torrid Zone south of the equator? What season is it now at Cape Town? What season is it now on the Island of Tasmania? Through what bodies of water would a vessel pass in sailing from the largest city in Pennsylvania, to Mocha?

7. In what direction would a boat float on the Niagara river? Two persons start from Bristol, at the same time, and each travels at the rate of eight miles an hour, one to visit a place five degrees to the north, and the other a place five degrees to the west; which would reach his journey's end the first? What is caoutchouc, and from what port is it principally shipped? Mention five of the largest cities in the United States, in the order of their size. Through what bodies of water must a vessel pass, in sailing from Bristol, R. I., to Bristol, England.

8. How many towns are there in Rhode Island? Which is the most southerly? Where is Jamestown? What town is the island of Prudence in? In what town is Point Judith? Name the counties in Rhode Island. What rivers flow into Mount Hope Bay? Bound Bristol. What is the population of Bristol? Name the county that Westerly is in.

9. What does the Strait of Bellisle connect? Which is the farther west from Greenwich, Boston or Washington? Name the largest city in Oceanica. Where is Lake Ngami? Through what bodies of water must a vessel pass, in sailing from the largest city in Massachusetts, to the largest city in Africa?

10. How many degrees wide is each of the Temperate Zones? In which of the United States are there no counties? Where is Lake Tchad? Name the capital of Sardinia. Mention the names of two rivers that flow into the sea of Aral. What does the Strait of Sunda separate? Name the capital of New South Wales. What are the exports of Turkey in Asia? Name the capital of Honduras. Through what bodies of water must a vessel pass, in sailing from the largest city in the United States, to the capital of Turkey?

RESIDENT EDITORS' DEPARTMENT.

WITH this number THE SCHOOLMASTER commences his eleventh annual round, to visit the teacher in his place of labor or of rest, to encourage him in his weary toil; to lighten his burdens if possible, by giving the experience of others under similar circumstances, by suggestions of better plans of teaching various branches, or methods of overcoming the evils and hindrances to success in teaching embraced in the catalogue of dull and vicious pupils, indifference and opposition of parents, ill-constructed school-houses, and the multitude of adverse influences in and out of the school-room.

There is an *ideal good* and an *ideal best way* to reach that *good*; and there is a *best way* to secure the best results under the circumstances. The ideal and the practical are both essential. It is only by having a high ideal that the good teacher can reach the best practical results. For when there is a high aim there will be a wise use of all the means at hand to reach the desired end. It will be the object of THE SCHOOLMASTER to aid in this good work. Some words to parents, if teachers

will bring the subject to their notice, will be a powerful auxiliary in the great work of education. But in order that THE SCHOOLMASTER shall be able to make his monthly visits it is necessary that he shall have food and raiment and travelling expenses paid for.

It costs money, and a good deal of it, every month, to send THE SCHOOLMASTER on his journey, and this expense has to be met every month by the resident editors, and they look to the teachers of the State for the funds wherewith to meet these expenses. Every teacher in the State ought to be a subscriber to THE SCHOOLMASTER, which is published expressly for his and her benefit. If every teacher in the State would become a paying subscriber there would be no difficulty in carrying on the publication of this State journal. But very many teachers are not subscribers; and some who are, fail to pay their bills in advance, which is the only way to support any publication. It is much easier to pay in advance than at the end of a year. And when it has been neglected one year, it is easier to let it go on another year. Perhaps the trouble is, that some subscribers have nothing less than five dollar bills all the time, and cannot get them changed. To all such we would say, if you will please enclose your V.'s to this office, we will send you the change free of expense. But a better way would be, to get four more subscribers and pay for five numbers. Let every subscriber make one grand effort and pay promptly for 1865; and, if possible, send in one new name, and see if he don't feel better for it all the year.

The subscription price of THE SCHOOLMASTER is one dollar a year; and the character of it is not inferior to any other State journal in the country.

Any communication of general or special educational interest sent to this office will be received with pleasure and published. And all subscribers and friends of education are invited to become contributors to the pages of their journal.

In the last number some few bills were accidentally sent out that were not due till February. Of course they should not have been sent till the January number was issued.

THE TWENTY-FIRST ANNUAL MEETING OF THE RHODE ISLAND INSTITUTE OF INSTRUCTION.

THE Twenty-First Annual Meeting of the Rhode Island Institute of Instruction will be held in the Richmond Street Congregational Church, in Providence, on Friday and Saturday, January 27th and 28th, 1865.

Friday morning, at 10 o'clock, the Institute will be called to order, and addressed by the President. Words of welcome to the teachers by Rev. Elias Richardson. Appointment of committees on Resolutions, on the R. I. SCHOOLMASTER, and on Nomination of Officers.

11 o'clock. A lecture by Prof. Joseph Eastman, of East Greenwich. Subject—"The Duty of the Teacher to Himself."

2 o'clock P. M. Annual Report of the Secretary and Treasurer.

2.30 o'clock. A lecture by Rev. S. A. Crane, D. D., of East Greenwich. Subject—"The English language."

3.30 o'clock. A lecture by Prof. R. P. Dunn, D. D., of Brown University. Subject—"English Composition."

7.30 o'clock. A lecture by Rev. E. B. Webb, of Boston.

Saturday morning, 9 o'clock. Business Report of the Editors of THE R. I. SCHOOLMASTER. Election of officers.

9.45 o'clock. Lecture by E. A. Sheldon, Esq., Superintendent of Schools, Oswego, N. Y. Subject—"Object Teaching."

11 o'clock. Lecture by D. R. Hagar, Esq., of Jamaica Plain, Mass. Subject—"A Free and Easy Talk on Ventilation, with Experiments."

At 2 o'clock P. M., it is expected that Rev. B. Sears, D. D., President of Brown University, will deliver a lecture on "History." It is possible Dr. Sears may not be able to be present. Should he not be present this hour will be occupied by another, of which a definite announcement will be made in due time, should it prove necessary.

The subjects of the various lectures will be before the Institute for discussion, as time shall allow.

The exercises of the sessions, day and evening, will be enlivened by vocal music, under the direction of Prof. Eben Tourgéé, of East Greenwich.

The teachers in attendance will be welcomed to the hospitality of citizens of Providence.

It is hoped that free return tickets will be furnished by the different railroads, of which definite announcement will be made as soon as arrangements are completed.

WM. A. MOWRY, PRES'T,	} Committee of Arrangements.
N. W. DEMUNN,	
F. B. SNOW,	
THOMAS DAVIS,	

Providence, Jan. 2, 1865.

We have had the privilege of reading the advance sheets of the Twentieth Annual Report of Dr. Chapin, Commissioner of Public Schools, and are permitted to make some extracts from them.

It is an admirable report, and ought to be read by every person in the State. The report is like all the Commissioner's efforts. He feels deeply, he speaks earnestly, he writes what he feels and thinks without any circumlocution or study for effect; but yet he does effect much. If his words could be thoroughly appreciated by the people, the evils and stumbling-blocks in the way of public education would be soon swept away. The Commissioner offers his report to the Editors of THE SCHOOLMASTER as his contribution to its pages, and we shall take the liberty to use it largely in future numbers.

By the Report before us, we learn that there are 56,934 children in the State under fifteen years of age, 196 male teachers, 469 female teachers. Average number of scholars attending school in summer, 19,485; in winter, 21,098. Amount of permanent school fund, \$397,803.

	No. of Scholars.	Cost per Scholar.
Providence	6,756	\$9 61
Providence County.....	14,887	7 02
Newport County.....	1,918	12 68
Washington County.....	2,176	5 82
Kent County.....	1,618	5 08
Bristol County.....	1,019	9 90
Average in the State.....		\$7 89

In this number we will give the Commissioner's views in reference to the Rhode Island Institute of Instruction, the R. I. SCHOOLMASTER, and Normal Schools :

"INSTITUTES.—The R. I. Institute of Instruction has holden the usual number of meetings during the past year in different parts of the State. These gatherings have

been well attended both by teachers and the public, and an increasing interest has been manifested in the exercises and lectures. I do not understand how any teacher who has any respect for the dignity of his profession, or any proper appreciation of the responsibility of his office, or any desire to keep alive his educational zeal, and to kindle afresh his enthusiasm, or who has any disposition to coöperate with his fellow-laborers in the noble cause of education, can fail to be often present at these teachers' meetings of conference and counsel, and occasionally, at least, to participate in the discussions. The attendance upon these Institutes always embraces the best qualified, the most energetic, and the most successful teachers: and the intelligent trustee, who is looking for the right man in the right place, will do well to inquire, before he engages his schoolmaster, *if he attends the Institute*. The measures which are inaugurated will, I think, render the meetings of this association still more effective in their influence upon educational reform.

"THE R. I. SCHOOLMASTER.—This valuable educational journal still maintains the foremost rank in its class of periodicals, and is every way worthy of the increasing patronage of teachers and the friends of education and of the benefaction of the State. Successful efforts have recently been made to increase its circulation, both within and without the limits of this Commonwealth. Flattering testimonials of its value, and of the high esteem in which it is held, have been received from some of the best educators in other States. This is alike creditable to the State, and complementary to the gentlemen who have the publication under their immediate charge.

"THE NORMAL SCHOOL.—Its numbers are small. This is no fault of the school, or of the teachers. *It is the misfortune of its location*. In an urgent appeal, issued last spring, and in their present report, the Trustees earnestly request your honorable body to consider the *propriety* and the *necessity* of removing it to a more central location, where *success* would be *certain*—where it would have more increased facilities for accomplishing its legitimate work, viz., to furnish a supply of teachers thoroughly instructed in the principles of their profession, and trained in the discharge of their important duties. The demand for such teachers is constantly increasing, and when this war ceases, it will be imperative both at the North and South. Everywhere these schools are growing in favor—everywhere they are receiving that encouragement and aid which they so justly merit. The testimony of every educator, and of every educational journal, with which this office is in communication, is *unqualified and emphatic* on this point. These Normal Schools are *distinct* in their character; and every attempt to graft them upon a purely *academic* institution has proved more or less a failure. The experiment does not require to be repeated here. History has proved it a mistake, and no wise man will listen to prophecy for encouragement. The day has passed in which to enter upon a general discussion of the wisdom and economy of maintaining these institutions in any State manifesting an enlightened disposition to educate its youth in the best practicable manner. To do this would be to call in question the integrity of any ordinary man's observation and intelligence. It is confidently hoped that Rhode Island will not be the first to dispense with the advantages of a Normal school."

EAST GREENWICH.—The Providence Conference Seminary, at East Greenwich, is one of the oldest educational institutions in the State, being the substitute for the well-known Kent Academy, founded in 1802. Its present organization has existed

since 1840; and the Seminary is in a more flourishing condition at the present time than at any former period. It numbers one hundred and seventy-five students, and has a Normal Department connected with it, (embracing forty-five students the present term,) devoted especially to the preparation of ladies and gentlemen for practical teachers.

The teachers and students, with invited friends, had a merry Christmas-time. Presents to the value of \$500 were distributed from a beautiful Christmas tree. Toasts, a poem, and music, all conspired to make it a very happy occasion, and one long to be remembered.

Efforts are being made to relieve the Seminary of its debt of \$18,000. We think its friends ought to do it, and we have no doubt they will do so at an early day.

The Spring Term of this Institution will commence February 2d.

LAPHAM INSTITUTE, NORTH SCITUATE.—The monotony of school life was agreeably diversified on Friday evening, Dec. 30, by one of those exceedingly pleasant social gatherings of the members and their friends, for which Lapham Institute is famous. The occasion was the distribution of presents from a large and splendid Christmas and New Year's tree, which was well loaded with gifts of all descriptions and values. The tree was stationed in the chapel, and, with the gifts, presented a splendid appearance. After spending a short time in social intercourse and promenade, the committee announced that the time for the distribution had arrived. None were permitted to be disappointed, all receiving some token of regard. Among the presents were noticed several valuable books, furs, napkin rings, fruit knives, breakfast shawls, pictures, articles of jewelry, skates, &c., and also a significant image of "My Maryland." Shortly after the tree was relieved of its contents a portion of the company made their way to the library, where they were entertained by some fine music. The social closed about 10½ o'clock, the evening having been one of unbroken pleasure. Great credit is due to the committee for their excellent management on the occasion.—*Providence Journal*.

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RESIDENT EDITORS' DEPARTMENT.

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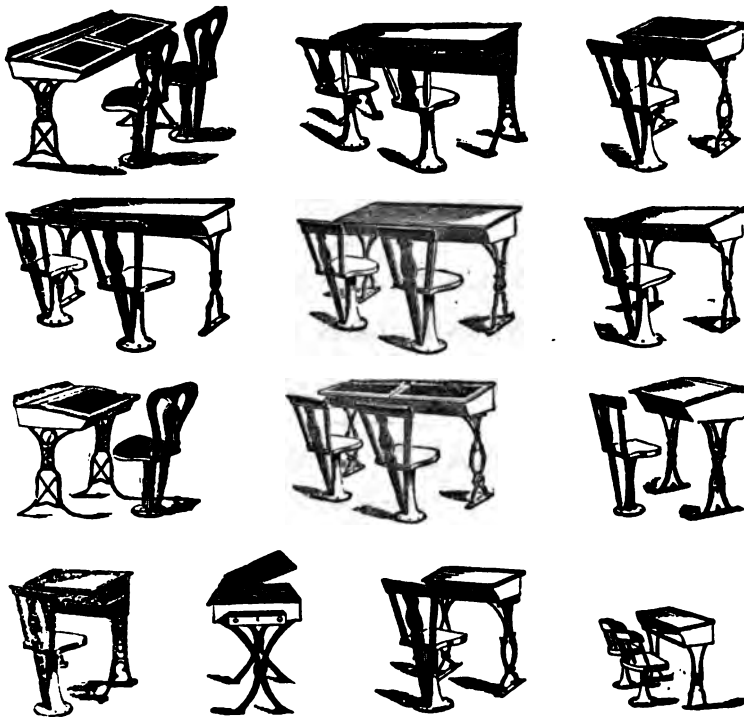
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
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
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FEBRUARY, 1865.

VOLUME ELEVEN.

NUMBER TWO.

GRAMMAR.

IN a previous article on the subject of Grammar, I spoke of the wide-spread dissatisfaction with the present mode of studying and teaching that branch of education. I also spoke of the ability of the scholars which study Grammar, of the difficulties of the study, and of the maturity of mind required to comprehend it. The fact that many persons who know very little of Grammar often use language more fluently and more correctly than those who are considered well educated, was also mentioned.

This latter fact ought to be heeded. Does it not show us that there is something wrong in the present mode of studying it? Grammar professes to teach us to speak and write the English language correctly. Does it? Do our scholars use language with any more ease or correctness than those who have never studied its technicalities? If they do, the difference is not very perceptible. Those use language best who have had the greatest amount of practice, who have been most accustomed to use it. The best marksman is he who has had the longest practice in the use of firearms, and not he who manufactures them, or he who can point out the beauties or defects of their construction.

Scholars will never learn the use of language by taking language to pieces and pointing out the relations of its different parts, any more

than a man will learn to build houses by tearing houses down. He who is expected to do a thing well must have a long practice in it.

“ True ease in writing comes from use, not chance,
As those move easiest who have learned to dance.”

If we would secure from our scholars ease and readiness in the use of language, we must give them a continued practice in constructing sentences for themselves, and then show them the errors in their own sentences instead of those in another's. In other words, writing should become a habit, and then the writing of “ compositions ” would no longer be considered such a hardship in our schools. I say writing should become a habit. I mean by writing, forming sentences—expressing ideas in written language.

Few persons fully comprehend the force of habit, and by habit I do not mean what is called a bad habit or a good habit, but that skill and facility which are acquired by constant practice. It is a principle in political economy that two tradesmen can better afford to exchange the products of their labor with each other, than that each should learn two trades. The blacksmith can buy his shoes of the shoemaker cheaper than he can make them ; so the shoemaker can hire his horse shod cheaper than he can do it himself ; because the skill which each has acquired in his own trade enables him to earn more in the same time than he could earn if he should change his business. This is the result of habit. On looking at some file-makers, a short time since, I was astonished at the rapidity with which they would use their chisels and hammers, striking each time apparently the same distance from the last cut. It is practice—habit—that has given them the skill. Indeed, what is a trade but a habit—a skill acquired by practice.

Why is it so difficult for a person to disguise his hand-writing ? Because habit has trained his muscles to move in certain directions, which are not easily changed.

The force of this frequent repetition of the same act is so strong that when the act is one of which our judgment or our moral instinct does not approve, we call it a “ bad habit.”

We do without reflection and almost unconsciously that which we have long been accustomed to do. So strong is this principle of our natures, that the Prophet has taken an impossibility to illustrate the

difficulty of changing: "Can the Ethiopian change his skin or the leopard his spots? Then may ye also do good that are accustomed to do evil."

Solomon also, knowing the strength of habit, has said, "Train up a child in the way he should go and when he is old he will not depart from it." The word "train" means here something more than merely giving good instructions. It means making the child reduce those instructions to practice; in other words, forming a habit of going in the right way. This doubtless refers to the moral nature of the child, but it is equally true of his intellectual or physical nature.

Now can we not use this "habit" in teaching our scholars? Will it not do as much for them in learning the use of language as in any thing else? I believe it will. I would, then, have writing become a daily habit with them, and then Grammar will begin to do what it professes to do—teach the scholars to use the English language correctly. It may be said that scholars get their speaking habits at home. I grant that this is to a great extent true; but we could at least secure one thing, the habit of *writing* the language easily and correctly. The spoken language of any people, even of educated persons, is very different from their written language, and ought to be. The words and sentences used in conversation would not read well unless it was designed to represent a conversation; and, on the other hand, if a person should attempt to speak as he would write, he would appear stiff and pedantic. I venture the assertion, that a majority of our scholars use language more appropriately and more grammatically in their daily conversations than they do when required to put their thoughts in writing.

But I may be asked, "How would you proceed with scholars? Please be definite." I will try to be definite, but can only give an outline. I must not be tedious.

In the first place, as soon as scholars are able to write, I would have them begin to form sentences. Require them to tell, on paper, what they know about some familiar object you may name. Then vary the exercise by giving them words to weave into sentences, and point out to them such mistakes as they can comprehend. You will have plenty of errors to correct, but keep them writing. They will soon learn certain principles of the language; for instance, that a plural noun must have a plural verb, and this may finally be called a rule, viz., that a verb must agree with its subject in number.

When they are old enough to take the Grammar and have learned the difference between a right and a wrong use of words, the rule, as it is called, may be given to them.

But what is a rule? Nothing but the statement of a fact, and no man has a right to make a rule which states anything more than an existing fact in the language. When the fact has become familiar to the scholars, they may be required to state it in the most concise language. So be sure you do not require them to state facts which they have never learned.

What would you think of a teacher who required scholars to learn all the rules of arithmetic, from addition to cube root, before they begin to perform examples. I have known teachers guilty of the wicked practice of requiring a little child to commit to memory a long rule—division, for instance,—before giving it any insight into the process of dividing, and then when the little perplexed thing asked for information, tell him to follow the rule.

How long would it probably take that teacher, totally ignorant of the process, to learn to extract the cube root, with no knowledge except what he could get from the condensed statement of the rule? I imagine we should have a somewhat protracted exercise. But if the process is first shown by an example, then the statements of the rule become intelligible. The same is true in Grammar. First learn to do the thing, and then it will be easy to tell what has been done, and what is always true under the same circumstances. "If any man will do his will, he shall know of the doctrine," is as true intellectually as morally.

Again I say, keep the scholars writing, and when they have learned to avoid one error, point out another. Habit will do its work, and the right use of language will become a part of their nature. The main object is, of course, not to teach rhetoric, but Grammar, although the former will be greatly improved.

When they have made sufficient attainments, some choice selections may be made from a careful writer for them to study. A good exercise is found in giving scholars the ideas in a paragraph to write out, when the original may be given for them to examine, by which they may correct their own exercises. Much will of course depend upon the age and attainments of the scholars; and here the good judgment, the common sense of the teacher comes largely into play.

A good way to cultivate definiteness of expression is, to require them to tell, in writing, precisely how to perform division. I have often offered extra credits for a rule so full and definite that, supposing me totally ignorant of the process, I could not possibly go wrong, by following their rule, and have seldom found one that could do it. Any teacher who will try this will be able to judge how much meaning there is in a rule to a child that has had no practice.

Now, I hope I shall not be misunderstood in regard to my views of teaching Grammar. I do not by any means discard analyzing and parsing when the scholars have reached attainments and maturity of mind sufficient to comprehend the subtle relations of words. I consider them highly beneficial and necessary to a perfect knowledge of the language. My objection is that they are forced upon scholars too soon, long before they are prepared to take them, to the exclusion of more practical and profitable exercises. I hold that Grammar, as it is generally taught, supposes attainments and powers of mind which a great majority of our scholars do not possess, and therefore the time spent upon it is about the same as wasted. Analyzing and parsing are to them an art which has no practical use in their employment of language. I do not believe that taking sentences to pieces, many of which are of doubtful correctness, will ever teach children a practical use of language. You might as well expect to train up a child in the practice of gentleness, truthfulness and politeness, nay, all the virtues that adorn a gentleman, by teaching him to dissect other people's characters, point out their faults and comment upon their improprieties, without ever requiring him to practice the virtues of a well-bred man. He might become a critic and a backbiter, but not a gentleman.

Now, if it be true that our teaching of Grammar is practically a failure, who is responsible for it?

ALGERNON.

HOW MILTON SPENT THE DAY.—At his meals he never took much wine or fermented liquor. Although not fastidious in his food, yet his taste seems to have been delicate and refined, like his other senses, and he had a preference for such viands as were of an agreeable flavor. In his early years he used to sit up late at his studies, but in his later

years he retired every night at nine o'clock, and lay till four in the summer and five in the winter. If not then disposed to rise he had some one to sit at his bedside and read to him. When he rose he had a chapter of the Hebrew Bible read for him, and then, after breakfast, studied till twelve. He then dined, took some exercise for an hour, generally in a chair in which he used to swing himself, and afterwards played on the organ or bass viol, and either sung himself or requested his wife to sing, who, he said, had a good voice, but no ear.

He then resumed his studies until six, from which hour until eight he conversed with all who came to visit him. He finally took a light supper, smoked a pipe of tobacco, and drank a glass of water; and afterwards he retired to rest. Like other poets, Milton found the stillness, warmth and recumbency of a bed favorable to composition; and his wife said, before rising of a morning, he often dictated to her twenty or thirty verses. A favorite position of his when dictating his verses, we are told, was that of sitting with one of his legs over the arm of his chair. His wife related that he used to compose chiefly in the winter.—*Exchange*.

HINTS IN CONDUCTING RECITATIONS, NO. 2.—READING.

READING, like spelling, is an exercise that should be varied occasionally, in order to keep up an interest in the class. It matters but little how well adapted the reading books are to the capacities of the scholars, nor how interesting the lessons are, they will soon become an old story, and fail to produce the desired results if a monotonous course is followed in conducting the exercises.

In this communication I do not propose to present the various modes that can be pursued in reading, but simply one or two that I have practiced with a good degree of success, and which I think have advantages over any other that I am acquainted with. I divide my school off into as few classes as possible, but have no scholar in a class too far advanced for him. I assign each a short lesson, and require it to be studied thoroughly. I have those in the primer, first and second readers study their lessons by first pronouncing every word in a sentence or verse, then read it over very slowly and carefully once or twice. So on through the lesson.

When the time has arrived for the class to read, I call it out, one scholar at a time, and have them stand, and as far apart as possible. I then require them, after giving page, number and title of lesson, &c., to pronounce the words in a sentence or verse in the same manner as was taken in studying it, but together. It is then read by the first in the class, so on through the lesson and through the class. If any scholar comes to a word that he seems to be unable to pronounce, I require him to spell it out, pronouncing each syllable, and ascertain what it is if possible. I do not think a scholar should be told what a word is until the teacher is sure that he cannot find out without assistance. The best way to assist a scholar is to urge and have the scholar assist himself.

When the class is done reading, and any remarks made that may be necessary, I have them return to their seats in the same manner they came out. Again they are to read over the lesson just gone through, then to give their attention to whatever else they may be called upon to.

I do not like the way common with many teachers, in telling a class to study their lesson over half a dozen times or more. It has a tendency to do more harm than good. They merely go through it with a sort of a buzz; spending about as much time as they would if told to study it over once or twice.

I do not spend as much time nor give as much attention to my classes in the higher readers. I have them come out in the same manner as the other classes, but sit during the exercise. If the lesson is one well adapted for elocutionary practice, I have the first in the class read the first verse, and if read correctly the next takes the next verse; but if not, I require him to read it again. If he fails this time, I think it as well to have it read by some one else, and if the mistakes made by the first reader are corrected by the second the first can try it again. Lessons of a descriptive character, or in common reading, I have read by some one of the class. The greater portion of Friday afternoon is devoted to rhetorical exercises, which consists, principally, of reading. I give each scholar in all the classes permission to select any appropriate piece from any book, paper or magazine, and read it before the school, while the others listen, and, at the close, correct any mistake the reader may have made.

During the last term not a scholar has failed to be prepared for this exercise, while all seem to be very much interested in it.

Perhaps some teachers will say the course I have presented will occupy too much time. Very likely it will if they think it necessary that a class should "read around" several times and over three or four lessons, otherwise it will not, if correctly understood.

Finally, whatever course I take in conducting an exercise in reading, I insist that the scholars shall sit or stand erect, read slowly in an easy and natural manner as possible, observe the marks of punctuation, and pronounce the words correctly and distinctly.

SHAMROCK.

LETTER FROM INDIANA.

TERRE HAUTE, Dec. 8, 1864.

MR. EDITOR:—I want to say to the R. I. SCHOOLMASTER that the school master of Indiana is abroad. Enlightened politics and education are intimate companions in this State. The progress of one insures the success of the other. In many of the towns and cities the improvement has been almost magical. This city among the best. Some over a year since, Prof. J. M. Olcott, of the right old Connecticut stock, came to this city as a Superintendent of the Public Schools, thoroughly reorganized and graded the several departments, and now the system, as a whole, is working successfully, and the city in an educational point is one of the first in the country, taking into account the length of time of the present successful arrangement. The schools will improve rapidly with the same continued good sense of the Superintendent and his excellent core of teachers. The school buildings can be improved, much to the comfort of the teachers and children.

The system of public instruction was inaugurated by J. H. Moore, Esq., in 1858, and though the term or length of school year was but seven months, yet the schools attained a high rank in the west. Mr. Moore left the profession and entered into that of the law, still retaining an interest in the schools, and so continued until leaving for the army. But death soon overtook him, and left this community and all who knew him to mourn the loss of one of God's noblemen, and the schools a very warm friend. His excellent wife, who has but

few equals, has been given a place in the High School, and elevates and adorns the position. It gives me pleasure to make a record of the above facts, and say that the West does not forget its noble school masters, nor those left in earth.

Yours truly,

X.

THE RELATION OF THE HOME TO THE SCHOOL.

WHILE it is justly claimed that there has been a very great improvement in the condition of our schools, as compared with what it was fifty years ago; yet when we remember how much has been written and spoken and done to accomplish this change—the vast amount of earnest thought, of zeal, of enthusiasm, of patient labor expended,—it must be confessed that the result is by no means commensurate with the effort made to obtain it. The engine has worked sluggishly, laboriously, with side motion and friction; but with very much less progress than the power which was applied promised. What has been the retarding force? What is the chief obstacle which has kept back the car of educational progress, until those who have had the train in charge have, at times, almost lost hope of bringing it to the terminus of a broad, well-laid, thorough, universal education? The opposing power is undoubtedly complex. The obstacle is many-sided. But the one persistent hindrance, the ever-obtruding obstruction, is the fact that parents do not rightly comprehend the obligation which rests upon them *primarily* to secure for their children the best possible education—that it is an obligation imposed upon them not by the child, nor by man, but by Him who first set men in families. *Parents do not co-operate with the teacher as they ought in the education of their children.* By this it is not here meant that they do not furnish a commodious school-house, constructed after the most approved model, located in the most advantageous spot, supplied and surrounded with whatever will make it the most convenient and attractive; that a teacher thoroughly qualified and liberally compensated is not provided—the text-books of the most popular issue are not furnished, nor that the school is not visited, and the teacher is not sustained in his methods and effort of teaching and disciplining.

None of these very common, and too often very just, charges are made. The delinquency lies back of all this. It is antecedent, broader, deeper, more vital. This neglect of co-labor is not in the school-house, but at the fire-side. It grows partly out of a natural disposition to evade justly imposed obligation, and partly out of a very prevalent error concerning the essentials of a good education. Most men, if asked what they intend by the phrase, a good education for a boy or girl, would reply, a thorough knowledge of those branches usually taught in our public schools. A very little observation and reflection will show that this is not necessarily true. The answer of the Greek philosopher, Aristippus, was much nearer the truth—that youth should be taught “those things they will need most to use when they become men.” It is not the boy who has during his school days acquired the greatest amount of knowledge, who is the most thoroughly educated; but it is he who, while he was acquiring this knowledge, has had secured to him, or rather, by the help of others, has secured for himself the most complete development and discipline of all his faculties and powers of mind and heart. Reading, writing, arithmetic, and geography are well—they are important. But habits of patient thought, of careful observation, of critical discrimination, of judicious decision, are better,—they are indispensable. However much a boy may have acquired of the former, if he has not succeeded in laying a foundation for the upbuilding of the latter, he is illy qualified for the duties and trials of life. He is poorly educated. It is precisely here that we err in our estimate of the value of the *education* of those who are designated as “self-made men.” They are deficient, as we say, in academic culture; but they are men of strong minds, and stronger wills; thoroughly trained and skilled in the application of knowledge to useful purposes. They may be unable to translate Greek and Latin, but by an invincible determination, in the face of obstacles, and under difficulties, they have placed their understandings in contact with cultivated intellect, and have succeeded in establishing mental habits, which qualify them to be interpreters of men and nature. The particular process by which one becomes a man, is of much less consequence than the fact that he *is* a man. Boys can not be taught too early that the most of every man’s manhood is secured by the habits of his boyhood. Often the best part of a child’s education is progressing when both he and his teacher are unconscious that he is doing anything in that direction.

But how shall parents most successfully co-operate with the teacher to secure the educational advancement of the child? The very first thing to be attempted is to establish in the mind of the child a reverence for rightful authority, and a habit of prompt and cheerful obedience. One of the earliest manifestations of every child is, that he is possessed of a will; a power to choose or not to choose, to do or not to do,—a power more or less strong and impulsive in different individuals. Before entering upon any course of moral and intellectual training, for they are intimately associated, the parent must obtain the entire, unqualified, *habitual* submission of the child to parental authority. This is the *sine qua non*—the base of future safety and success. The parent should insist upon this submission, not for himself, but for the relation which he holds to the child. There is a natural tendency in most children to a spirit of insubordination, more or less flagrant. We see an exhibition of it in all our families, in all our schools, and in all our communities—a *prevailing disregard for constituted authority*. It is full of peril to our domestic, social and civil organizations.—*R. I. School Commissioner's Report, 1864.*

QUESTIONS FOR WRITTEN EXAMINATIONS.

ELECTION OF PRESIDENT AND VICE PRESIDENT.

We have recently passed through one of the most, if not *the* most, important Presidential Elections that has taken place in our country. The character of the entire future of our republic seemed to be crowded into the space of a single day, and nobly did a free people shape its glorious destiny. Probably the prayer, "God save our country," was deposited with more votes on the eighth day of November, 1864, than on any previous election.

1. What is Government?

Government is the administration of affairs according to established constitution, laws and usages, or by arbitrary edicts.

2. What is a pure Democracy?

A government in which all the people exercise the powers of legislation and sovereignty in person.

3. What is a Republic?

It is a representative democracy, or a government where the laws are made and administered by representatives elected by the people.

4. What is a vote?

An expression of the will or preference in elections or in deciding propositions. This expression may be given by holding up the hand, by rising and standing up, by the voice, by ballot, by a ticket, or otherwise.

5. What is a ballot?

It is a ball used in voting. Ballots are of different colors, those of one color give an affirmative and those of another a negative. A written or printed ticket is also called a ballot.

6. When does a ballot become a vote?

When deposited with the proper officer.

7. Do the people of the United States vote directly for President and Vice President?

They do not.

8. Who vote for President and Vice President?

The Presidential Electors.

9. Who are the Presidential Electors?

Persons duly chosen by each State to be electors of the President and Vice President.

10. Who nominate the electors?

They are usually nominated by a convention of delegates from each town and ward in a State.

11. When are they nominated?

Each political party has what is called a State Central Committee, the Chairman of which in due time requests the voters in each town and ward in sympathy with the party represented, to meet in primary meetings and appoint the proper number of delegates to meet in convention at a specified time and place, there to transact such business as may come before them—such as nominating State officers, Presidential Electors, &c. The Electors are usually put in nomination several weeks before they are voted for. Of course each voter is at liberty to make up his own ticket on election day, or when he pleases.

12. When are the electors voted for?

On the Tuesday next succeeding the first Monday in November, four years from the last election.

13. Who vote for the Electors?

All persons qualified to vote for general State officers.

14. Who are the general State officers?

Governor, Lieutenant Governor, Secretary of State, Treasurer, and Attorney General.

15. How many sets of Electors were recently nominated in Rhode Island?

Two; the National Union party nominated one set, and the Democratic party another.

16. How many electoral tickets were recently run in the loyal States?

Two.

17. How many were run four years ago?

Four.

18. Why did not all the Southern States participate in the recent election?

Because they were in rebellion against the United States Government.

19. Is there any chance of a failure to elect the Electors in any State?

There is, by means of the votes being equally divided among the candidates or otherwise.

20. What would be done in Rhode Island in such a case?

The Governor would forthwith convene the General Assembly at Providence, for the choice of Electors to fill such vacancies by an election in Grand Committee.

21. How many Electors is a State entitled to?

As many as it has Senators and Representatives in Congress. Rhode Island is entitled to four, New York to thirty-three, and Nevada to three.

22. What is meant by "Electors at Large"?

Each State is divided into as many Congressional Districts as it has Representatives in Congress, from each of which an Elector is nominated, and the remaining two Electors are selected without regard to the District they reside in, and are called "Electors at Large." The "Electors at Large" in New York, on the National Union ticket, were Horace Greely and Preston King. In Massachusetts, were Edward Everett and Whiting Griswold.

23. Where do the voters of the Second Ward, (any town or ward,) in Providence, cast their votes?

In the Hall of the Engine House on Benefit street.

24. Who receives the ballots?

The Warden, (Moderator,) an officer duly elected and qualified.

25. Who checks the name upon the voting list?

The Ward Clerk. (Town Clerk.)

26. At what time do the polls open and close?

In Providence, they open at 10 o'clock A. M., and close at 8 o'clock P. M.

27. What is done with the votes?

They are assorted, counted, and, with an election certificate properly filled and signed by the warden and clerk, are made into a sealed package and returned to the Governor at the Secretary's office within ten days after election. The Governor counts the votes in the presence of the Secretary of State, and notifies the Electors of their election.

28. If any of the Electors of Rhode Island decline the said office, or are prevented by any cause from serving therein, how are their places filled?

The other Electors, when met in Bristol, shall fill such vacancies, and shall file a certificate in the Secretary's office, of the person or persons by them appointed.

29. What is meant by the Electoral College?

The assembly of the Electors of a State for the purpose of voting for President and Vice President.

30. When do the Electors meet?

On the first Wednesday in December following their election. The Electors of all the States meet the same day.

31. Where do they meet?

At the place designated by the State legislature. Generally at the capital, but in Rhode Island, at Bristol.

32. How many votes do they cast?

Each Elector casts one vote.

33. What is done with the record of their vote?

The Electors make and sign three certificates of all the votes by them given, seal up the same, certifying on each that a list of the votes for President and Vice President is contained therein. They appoint a person to take charge of, and to deliver to the President of the Senate, at the seat of government, before the first

Wednesday in January next ensuing, one of the said certificates. They send another certificate to the President of the Senate by mail, and cause the other certificate to be delivered to the Judge of the District in which they meet.

34. Suppose the certificates sent to the President of the Senate fail to reach him within the prescribed time?

The Secretary of State shall send a special messenger to the District Judge in whose custody such list shall have been lodged, who shall forthwith transmit the same to the seat of government.

35. If the President of the Senate is absent from the seat of government when the State-messenger arrives, what is done with the list of votes in his custody?

He shall deliver them into the office of the Secretary of State to be safely kept and delivered over, as soon as may be, to the President of the Senate.

36. When are the electoral votes counted and declared?

On the second Wednesday in February next following the election.

37. By whom?

By the President of the Senate, in the Representatives' Hall, in the presence of the Senators and Representatives.

38. Who will be our next President?

We have good reason to believe Abraham Lincoln will be.

39. Is he now elected?

He is not.

40. When will he be?

On the second Wednesday in February, if at all.

41. What constitutes the election of President?

A majority of the electoral votes as declared by the President of the Senate.

42. If there be no election by the Electors, how is the President chosen?

By the House of Representatives.

43. Within what time must the Representatives elect?

Before the fourth of March next ensuing.

44. If they fail to elect, who then becomes President?

The Vice President.

45. Can there be an election of President and not of Vice President by the Electors, and *vice versa*.

There might be.

46. Can there be an election of Vice President, by Congress, and not of President?

There can be. If the Electors fail to elect a Vice President the United States Senate elects him, choosing from the two having the highest number of electoral votes, and the presiding officer has a vote when there is a tie.

47. What is necessary to constitute a quorum?

A member or members from two-thirds of the States must be present, and a majority of all the States shall be necessary to a choice.

48. Do the Representatives vote by States or as individuals?

By States; the representation from each State having but one vote.

49. When does the President take his seat?

On the fourth of March.

50. When and where is he inaugurated?

In Washington, on the fourth of March.

51. What is meant by the President's Inaugural?

The address on the condition of the country, which he delivers after having taken the oath of his office. It also sets forth the policy of his administration.

52. When and where was Washington inaugurated.

In the city of New York, April 30th, 1789. The oath of office was administered by Robert R. Livingston, Chancellor of the State of New York.

53. How is the President nominated?

By a national convention of delegates from each State.

54. How are such delegates chosen?

By a State presidential convention.

55. How are the delegates to the State convention chosen?

By the voters of the several towns and wards in primary meetings.

56. Rhode Island is entitled to how many delegates in the national convention?

Four; but to the last convention she sent double that number.

57. Where was the recent convention held that nominated Abraham Lincoln for President?

At Baltimore, Md.

58. Where the one that nominated George B. McClellan?

At Chicago, Ill.

59. What is the "Platform"?

The resolutions adopted by a convention as embodying its leading principles.

60. Does the District of Columbia participate in the election of President?

It does not; neither do the territories.

61. Are the Electors appointed in the same manner in all the States?

In South Carolina they are appointed by the Legislature.

62. Which set of candidates for Electors in Rhode Island received a majority of the votes Nov. 8th, 1864?

The Electors on the National Union ticket. They were—Robert B. Cranston, William S. Slater, Rowse Babcock, and Simon H. Greene.

63. When were they officially notified of their election?

On or before the first Wednesday in December last.

64. When did they meet in Bristol?

On the first Wednesday in last December. Congress designates the *time* of their meeting and the General Assembly the *place*.

65. What is the "White House"?

The residence of the President.

66. Why was the fourth of March originally selected as the day for the inauguration of the President?

67. What is the duty of those teachers who are not lending their aid to crush this wicked rebellion by actual camp service?

To instil into the minds and hearts of their pupils such a love of country, such a reverence for law, such a devotion to the rights, liberties and education of the *whole* people, such a hatred to slavery and injustice, that it will be impossible for such a rebellion to occur again.

MISS LOUISE PASSMORE, of Providence, has gone to take charge of the girls' department of one of the Grammar schools at Norfolk, Virginia.

THE Council and Aldermen of the city of Providence have voted to add a sum not exceeding 25 per cent. to salaries of the teachers in the public schools of that city.

EDUCATIONAL INTELLIGENCE.

THE INSTITUTE AT WARREN.

THE session of the Teacher's Institute commenced in the Methodist Church, in Warren, on Friday afternoon, Jan. 6th, according to appointment. Quite a respectable number of teachers, of both sexes, were present at the opening.

The meeting was called to order by Mr. Mowry, the President, who, upon taking the chair, gave an impromptu address to the teachers and visitors, congratulating them upon the auspices under which the Institute commenced its session.

Prayer was then offered by the pastor of the church, after which the first question was proposed for discussion: "Under what circumstances, if any, ought a pupil to be expelled from school." The debate was spirited and interesting. It was opened by Mr. Kendall, of the Normal School, and participated in by our worthy School Commissioner, Dr. Chapin, and the Rev. Mr. Talbot, of Bristol.

Before the discussion was finished, the President called for the order of the day, which was an address by Mr. Kendall. The theme might be entitled, "Good Morals in and out of School," for the learned gentleman took a wide range. It was eminently instructive, not to teachers only, but to parents and school committees. It was not only sweeping in its scope, but it was faithful in details. The teachers of the State should request it for publication and general circulation.

In the evening, there was great disappointment over the non-arrival of Professor Edwards, of the East Greenwich Seminary, who was announced for an interesting Astronomical lecture.

During the hour of waiting, the audience were entertained by some excellent music drawn from the organ by that skillful organist, Mr. Pierce, of Warren. At seven o'clock, the regular programme was taken up. The choir sang Addison's beautiful hymn, commencing—

"The spacious firmament on high;"

after which Rev. Mr. Dean led the opening devotions. The choir then sang Mrs. Hemans' well-known New England song, beginning—

"The breaking waves dashed high
On a stern and rock-bound coast."

Then an address followed, given by Dr. Swain, of Providence, upon "Puritan Education." It was delivered with the reverend gentleman's well-known earnestness and strength of thought, occupying three-quarters of an hour. It was listened to with the marked attention of a respectable sized audience, and was appropriately closed by the choir singing the "Marseillaise Hymn." The evening services were then closed with the benediction, by Dr. Swain.

SATURDAY MORNING.

The weather being very unfavorable, the teachers were rather behind time. The President called the Institute to order about 9¼ o'clock. Prayer was offered by the Rev. Mr. Horton.

The President then announced for discussion the subject, "What shall we do with the Dull Ones?"

Mr. Kendall, of Bristol, opened the discussion. He thought the first thing to be done was for the teacher to divest himself of all feeling of impatience because of the dull ones; that he should remember that in many cases dullness existed only on certain subjects, while on others great intelligence would be manifested. Again, dullness might exist up to a certain age, and then would disappear.

Mr. Cady, of Warren, thought many scholars were rather slow than dull of comprehension, and they should receive, for a time at least, extra attention from the teacher, even if the time must be given after school, and sometimes shorter lessons should be given to those pupils.

The subject was further discussed by the President and Messrs. Bicknell, Snow and DeMunn, of Providence.

At 11 o'clock, Mr. T. W. Bicknell was introduced, and gave a lecture of more than an hour in length, on the Teacher's Compensation. It was a well-written lecture, full of high and noble thoughts and suggestions.

At the close of the lecture, the Institute adjourned.

SATURDAY AFTERNOON.

At 2½ o'clock the Institute reassembled, the President in the chair.

"What Improvements can be made in our present Modes of teaching Geography?" was taken up for discussion.

Messrs. Bates, of Bristol, Aldrich, of East Providence, and Snow, of Providence, spoke on the question.

The subject of the morning, "What shall we do with the Dull Ones?" was resumed, and Dr. Chapin was requested to give his views on the subject. He said the subject was a broad one, and required that the teacher should understand all the circumstances of the pupil, both special and general, physical, social, mental and moral; whether he was voluntarily or involuntarily dull. The Dr. suggested several remedies, and was followed by Mr. Kendall.

Dull teachers came in for their share of criticism.

At the close of Mr. Kendall's remarks, Mr. Aldrich, from the Committee on Resolutions, presented the following which were unanimously adopted:

Resolved, That we, the members of the R. I. Institute of Instruction, do hereby cordially thank Messrs. Kendall and Bicknell and Rev. Dr. Swain, for their able and eloquent lectures.

Resolved, That we also extend our thanks to the M. E. Church for the free use of their church building, and also to the citizens of Warren for their bountiful hospitality so kindly shown to the members of this Institute.

Resolved, That we feel a deep sense of indebtedness to the Committee of Arrangements for the thorough and able manner in which they have discharged their duties.

Adjourned to the Annual Meeting in Providence.

On repairing to the cars, and while endeavoring to get on board, the person in charge of the train gave the signal for starting, and quite a number were left behind to partake of the hospitalities of the citizens of Warren for the Sabbath. Such culpable disregard of the travelling public who use that road should receive the rebuke of its controlling officers or directors. One lady came near being thrown under the wheels of the car by the suddenness of the starting. It is sufficient to say that the regular, gentlemanly conductor, Burnham, was not in charge of the train.—*Press*.

THE TWENTY-FIRST ANNUAL MEETING OF THE RHODE ISLAND
INSTITUTE OF INSTRUCTION.

PROVIDENCE, FRIDAY, Jan. 27, 1865.

This society met to hold its annual meeting in the Richmond Street Congregational Church at 10 o'clock this morning. A very large number were in attendance.

The President, William A. Mowry, Esq., called to order; and opening devotional exercises, reading scripture and prayer, were conducted by Rev. Elias Richardson, of this city.

Rev. Mr. Richardson welcomed the teachers of the Institute to the place of meeting and to the hospitalities of our city. He said it was a pleasant duty which he was called upon to perform, and he wished he might discharge that duty in a manner befitting the occasion. To do so would simply require a faithful expression of our own hearts; first, in relation to the cause in which they were engaged, and in the second place in relation to the teachers as representatives of that cause. When he considered the peculiar circumstances in which our country is placed, the great and recent development of population and patriotism, the sacrifices which the people of this country and this State have made, he could assure his fellow teachers, that when we count the glories of our beautiful land, and consider the excellencies of our people, we shall remember that these results are due to the ceaseless perseverance and patience and self-denial in a larger measure to this class of laborers than to any other. We welcome you, said the speaker, to these sacred precincts; we welcome you as fellow laborers with the ministry, laying largely the foundations upon which we work.

The teachers' work called for the exercise of almost unlimited patience, and for the time being seemed to be inadequately rewarded; but a day was coming when they should be rewarded and among the servants of God, and if so be that there is a spirit of fidelity to the Divine Master, the teacher will occupy as high a position among the children of God as any class or profession that appear around His Throne. And would not the reward which will satisfy you then be similar in its nature to that of the Lord Jesus Christ, of whom we read that he "should see of the travail of his soul and be satisfied."

The offerings that will especially appear glorious around the Throne on High, will be those gathered from the American people who have stood so near the Throne of Glory, and yours the reward to feel that this is so largely through your own efforts.

The President gave a slight sketch of the history of the Institution, stating that since its organization in 1844, it had held ninety-two meetings. He also gave an encouraging account of its progress, the results of its labors, its present condition and progress.

The following Committees were appointed:

On Resolutions—Messrs. Davis, of Providence; Tefft, of Kingston; and Coon, of Hopkinton.

On the Rhode Island Schoolmaster—Messrs. Manchester, DeMunn, Cady, Snow and Adams.

On Nomination of Officers—Messrs. Bicknell, Gamwell, Eastman, Manchester and Thurber.

Prof. Joseph Eastman, of East Greenwich, gave a lecture upon the "Duty of the Teacher to Himself." The principal aim of the speaker was to urge the teacher to

such an improvement of his leisure hours and of the time which rightfully belongs to himself as would develop the highest mental culture, and thus be prepared to be the most efficient, and exert the largest and best influence upon society and in the sphere of his profession.

Dr. Chapin, our School Commissioner, announced that a meeting of superintendents and all officers of schools had been held this morning and an organization effected, and that Mr. Kendall, who had addressed that meeting, would speak before this body.

Mr. Kendall spoke more than half an hour upon the various educational influences that were at work in society, and the great need of coöperation among all school officers in city and village, in order that a right direction might be given to educational forces, the dangers to the young pointed out, evil influences counteracted, and more prevailing results of intellectual, moral and religious education attained.

Adjourned till 2 o'clock, P. M.

FRIDAY AFTERNOON.

The Institute met at two o'clock, pursuant to adjournment.

It was called to order by the President.

The annual report of the Secretary, Mr. A. C. Robbins, was read, received, adopted and ordered to be placed on file.

The Treasurer, Mr. N. W. DeMunn, presented his report, which was received and referred to the Auditing Committee.

The receipts of the year amounted to...	\$242 81
Expenses.....	104 57
Balance to new account.....	\$138 24
The property of the Association consisted of ten shares of stock in the American	
Bank valued at.....	\$1,000 00
Cash in the hands of the Treasurer.....	188 24
	<u>\$1,188 24</u>

The President remarked that it was desirable that as many of the teachers of Rhode Island as possible should be interested in one of the two great National Educational Societies, and at his suggestion,

Prof. Greene, President of the National Teachers' Association, spoke of the objects of this National Society, and of the advantages of attending its sessions. Rhode Island was largely represented at its last great meeting, and its high-toned character, composed as it is of the first educational talent in the country, makes it desirable for all interested in the great work of education to attend its sessions.

Dr. Crane, of East Greenwich, delivered a lecture on the English Language. Under this convenient heading the lecturer remarked that he should discuss some matters respecting words and phrases and syntechanical laws which are in daily use in writing and speaking. After speaking of the nature of language, of the character and extended use of our own English language, and the consequent importance of a correct use of the same, the lecturer spoke of the relations which the history of the individual words bear to the social condition of the people, revealing the manners and customs of the people in the earlier history of the written language more than three centuries ago. As one illustration, Mr. Crane cited the fact, that in the times of Alfred the Great, it was common for noble families to designate their ancestry through their father as the sword side, through the mother as the spindle side, the father accustomed to the profession of arms, and the mother to the use of the loom

and spindle. Such designations threw a flood of light on the habits and manners of the people. Written language enabled us to trace the history of language back for centuries, and on this account the lecturer condemned all attempts to change the orthography of words, or to give them a phonetic character, because, as he claimed, it would neutralize all efforts to trace the origin of words. Taking the word Europe for one illustration from the Greek word "Uros," broad, and "Ope," space, which conveyed an idea of its history, while the phonetic method, which reduced the word to four letters, obliterated every vestige of its origin, it was no longer an historic word, fresh with fruit bearing, life and beauty, but only a dry and barren name.

In the construction of sentences, also, there were strong arguments for adhering to established forms of expression. Special reference was made to such as were called idioms, and positive claims were made for the propriety of such phrases as "the ship is building," not "being built"; "had better not," instead of "would better not"; "ought carefully consider," instead of "ought to." "In our midst" was ungrammatical, because it did not indicate the possession of property. It was better to say "under my own signature," than "*over* my own signature." It was ridiculous to say "I rode after a horse," instead of "*with* a horse."

The closing portion of this lecture, which was remarkable for its exact and careful discriminations, was devoted to citations from the poems of Milton and Gray in illustration of the art of word-painting, and of the power and beauty of language as used by these and other eminent poets.

After an intermission of a few minutes, Prof. Dunn, of Brown University, gave a familiar lecture on "English Composition," which will be published in full in THE SCHOOMASTER.

EVENING SESSION.

The Institute assembled at 7½ o'clock, the President in the chair.

The exercises began with singing by the Orpheus Club of this city, whose performances, in connection with other exercises of the evening, added much to the interest and enjoyment of the occasion.

Rev. A. H. Clapp offered prayer.

Rev. E. B. Webb, of Boston, delivered the lecture of the evening. He announced his subject as, "Given a man—how to make the most of him." Or, said the speaker, given a youth, of good physical power, free from disease, not broken down in the ranks of vice, with fair mental qualities, and, as the world goes, virtuously inclined—how to make the most of him.

The highest authority says the chief end of man is to glorify his Creator; but how could a man glorify his Creator except by exhibiting the design of that Creator in his existence, as the heavens declare the glory of God by showing in all their sublime movements they obey his law. Philosophy answers the question practically in the same way, and a man could make the most of himself as an agent or instrument for work when all his faculties meet the demands upon them.

Man is a steamer, self-controlled with impulses, desires, happiness, instincts, affections, will and conscience. Take away the passions, and you put out the fires under the boiler; take away the conscience and you destroy the compass; take away the will, and you have a rebel craft trying to get into port without a rudder, and so on. That steamer will make best time, carry the greatest burden, and tread down the greatest wave, when every part of her machinery does its proper work; and the same is true of man.

First, then, in order that man should make the best of himself he should have a sound physical constitution. This the speaker enforced by an appeal to the reason and common sense of his auditors, and remarked that although such men as Robert Hall and Jonathan Edwards had performed prodigious mental labors while afflicted with diseased bodies, yet this was the exception and not the rule, and in favor of the rule the speaker referred to Hugh Miller, Isaac Newton and Lord Bacon. The speaker rejoiced in every gymnasium, in every military drill, and all ministers and school-masters born with sound bodies who did not present themselves as examples of perfect health should vote themselves guilty. They should have constitution enough to make toil easy, and patience enough and perseverance enough to drag the heaviest train and blow off steam all the time.

The speaker passed next to consider how to make the best use of man's mental powers. He quoted from Sir William Hamilton as evidence that the highest mental development springs from exercise: "The more intense and vigorous the exercise, the more vigorously developed the powers of the mind." The neglect to use all these faculties brings decay. The common indulgence of the youth of our day in light literature tended as a law of the mind to dwarf mental development, and on this account alone the speaker deprecated it in the strongest terms.

There were imperative conditions, however, to the intense and vigorous mental activity referred to. In action which requires health and blood there must be alternate periods of repose.

Again, a man makes the most and best of himself by the harmonious development of *all* his powers. It was a common idea that great men were great in one direction—as a great mathematician, a great general, a great musician. The speaker did not believe this idea. Shakespeare often exhibited the philosophy of Bacon. The landscape painter must be a geologist, and attainments in any science would be a help to a great military leader. The versatile qualities of the great Napoleon's mind was referred to in this connection. If Plato were a standard, that mind would be best developed which attained nearest to his in all respects; and if we looked still higher, to the Divine mind, that human mind would be best developed that became most like the Divine.

But the highest and noblest powers of man were not his intellectual faculties; his spiritual endowments soared far above them all. The speaker urged to man himself the supreme importance of the fullest development of his spiritual faculties, and demanded of teachers and all engaged in training the expanding mind that they should not fail to give their best efforts in securing the most ennobling results in the development of the spiritual nature of all under their instruction.

Let us, said the lecturer, take in the whole of man as educators; let us enlarge our ideas of the importance of moral life and spiritual interests, that we may make the best of ourselves and of those committed to our care.

Adjourned till Saturday morning at 9 o'clock.

SATURDAY MORNING.

The Institute assembled at nine o'clock, the President, William A. Mowry, Esq., in the chair. The session was opened with prayer by the Rev. Mr. Horton, of Barrington.

A verbal report in relation to THE R. I. SCHOOLMASTER was presented by N. W. DeMunn, Esq., giving an account of the efforts of the resident editors in maintaining our State educational journal during the past year.

The following officers were elected for the ensuing year, as per report of nominating committee :

President—William A. Mowry, Cranston.

Vice Presidents—Isaac F. Cady, Warren ; Albert A. Gamwell, Providence ; Samuel Austin, Providence ; Rev. Geo. A. Willard, Warwick ; Rev. John Boyden, Woonsocket ; Benjamin F. Clarke, Providence ; John E. Tefft, South Kingstown ; Dwight R. Adams, Centreville ; Daniel W. Hoyt, Providence ; Joseph M. Ross, Lonsdale ; Charles B. Goff, Providence ; Rev. Benjamin F. Hayes, North Scituate ; Thomas W. Bicknell, Providence ; Samuel Thurber, Providence ; Henry S. Latham, Bristol.

Recording Secretary—Alvin C. Robbins, North Providence.

Corresponding Secretary—A. J. Manchester, Providence.

Treasurer—Noble W. DeMunn, Providence.

Auditing Committee—Francis B. Snow, Providence ; Thomas Davis, Central Falls ; A. J. Manchester, Providence.

Directors—Isaac F. Cady, Rev. E. M. Stone, Rev. James T. Edwards, M. S. Greene, Prof. Joseph Eastman, Francis B. Snow, Thomas Davis, T. W. Bicknell.

The School Commissioner said there had been handed him the following inquiry : "Have teachers a right to compel scholars to give up any article in their possession that is a cause of disorder in school ?" He would answer, emphatically, "yes." To deny this right would be to allow the school to be governed by the caprice or the will of the pupil.

At half-past ten o'clock a lecture was delivered by E. A. Sheldon, Esq., Superintendent of Schools at Oswego, N. Y. Subject, "Child Culture, by the methods of Object Teaching." One of the most marked traits of the child is activity. It should be the aim of the teacher to guide and direct this activity, not to suppress it. The putting children into a school-room, and requiring them to sit quiet with nothing to do, can be considered as little short of barbarism. In order to direct the constant activity of the child, we must know something of the order in which his faculties develop themselves. This order, as given by Dr. Thomas Hill, is, first, the Perceptives ; second, Conception ; third, Reason ; fourth, Judgment. The order which Nature has instituted in the acquisition of knowledge, is in strict harmony with the above, and indicates the natural order of studies to be—first, Mathematics ; second, Natural History ; third, History ; fourth, Metaphysics ; fifth, Theology, including Natural Theology and Religion.

The proper education of the senses is the first process in the mental discipline of the child, for how else can any tangible ideas be imparted. If this is neglected in the outset, all after education partakes of a drowsiness, haziness and insufficiency, which it is impossible to cure. The senses are capable of almost infinite improvement. Much aid may be given by encouraging that inquisitiveness and curiosity natural to children. Let this course be pursued and the most intelligent parent will find his own stock of knowledge exhausted before the school life of the child commences, for the child learns more during the first five years of his existence than in any ten subsequent years. The teacher should lead his young pupils first to obtain an accurate perception of whatever comes under their cognizance, and secondly by accurate expressions to convey their ideas to others. In the disciplining of the perceptions regard must be had to the several ideas of form, size, place, number, time, sound, order and weight. Lessons in form may be conveyed by calling attention to the more geometrical forms as presented in the surfaces of solids. In color the perceptions of children may be exercised in distinguishing the leading colors, their tints

and shades, and studying the harmonies and composition of colors. Strings of different colored beads, and pigments for mixing, may be used with profit in cultivating observation and taste. So with other perceptions. Before this system was carried into effect but five senses were recognized, but now a sixth—the muscular sense or sense of weight is recognized. The cultivation of nice perceptions of sound may be carried to a high degree of perfection. Music thus becomes of great importance in its relation to school culture. Indeed it is the medium through which we receive the most sublime instruction in the most effectual manner. Its cultivation should commence early. Exercises and movements particularly adapted to cultivate the sense of sound should also be introduced in the school-room.

Sense of distance may be taught in many methods. As, for instance, by requiring the children to determine how long it will take them to walk or run a mile. The eye should be disciplined to tell distances accurately on the map at a glance. Young pupils in Geography should be supplied each with a box of sand by means of which to illustrate the physical conformations of different countries. Blocks of different sizes may be used with great advantage in illustrating the varying relations of numbers and simple fractions.

Interesting illustrations of the working of this system in the teaching of Natural History, Physiology, Reading and Spelling, were given by the lecturer. The faculties of conception will be called into exercise in recalling and combining the ideas with which the perceptions have made the young mind familiar. The faculties later developed can be educated in the same way, and the remaining studies of the order indicated above can be pursued with the same advantage with reference to those faculties. The practical utility of the science of object teaching has been demonstrated by a quarter of a century of trial, and by the success attending its adoption for the past five years in the schools under the charge of the lecturer.

The Committee on THE R. I. SCHOOLMASTER reported, recommending a board of editors for the ensuing year, who were elected as follows :

Board of Corresponding Editors—William A. Mowry, Samuel Thurber, David W. Hoyt, Isaac F. Cady, Joseph M. Ross, J. T. Edwards, Henry Clark, Charles B. Goff, Benjamin F. Clarke, Thomas W. Bicknell, Dr. J. B. Chapin, A. A. Gamwell, D. R. Adams, H. C. Coon, A. J. Manchester.

Resident Editors and Financial Committee—N. W. DeMunn, F. B. Snow.

Messrs. Manchester, Coon, Snow, Tefft, and Potter were appointed a committee to solicit subscriptions.

At 11½ o'clock, an interesting familiar lecture on the subject of ventilation was delivered by D. B. Hagar, Esq., of Jamaica Plain, Mass. The lecturer's experiments could not fail to be of much practical value in calling the attention of teachers to the importance of this subject.

Adjourned at 1 o'clock. The morning session was well attended and the interest was marked.

SATURDAY AFTERNOON.

As announced by the Committee of Arrangements, the afternoon exercises were opened with a lecture by the Rev. Barnes Sears, D. D., President of Brown University, on the subject of History.

[This lecture will appear in a future number.]

The following resolution of thanks was unanimously adopted by the meeting :

Resolved, That the earnest thanks of the Institute are due and are hereby tendered to the Committee of Arrangements for their untiring efforts in making arrangements for the teachers and friends of education from abroad : To the Society of the Richmond Street Church, for the free use of their beautiful and commodious building : To the citizens of Providence, for their generous hospitality : To Prof. Joseph Eastman, Rev. S. A. Crane, D. D., Prof. R. P. Dunn, Rev. E. B. Webb, E. A. Sheldon, Esq., D. B. Hagar, Rev. B. Sears, D. D., for their pleasant and instructive lectures : To the Orpheus Club, for their excellent music : And to the Providence and Stonington and Hartford and Fishkill Railroads, for the educational interest manifested by them in furnishing free return tickets to the teachers and friends of education in attendance.

Mr. T. W. Bicknell introduced the following preamble and resolutions, which passed by a unanimous vote, after appropriate remarks had been made by Messrs. Bicknell, Snow, Austin, Eastman, DeMunn and Cady :

WHEREAS, The members of the Institute have heard of the resignation by Joshua Kendall, Esq., of the Principalship of the State Normal School and of his removal from this State :

Resolved, That we tender to Mr. Kendall our warmest thanks for the able efforts he has put forth for the advancement of sound learning in this State, and also for the interesting and instructive lectures he has delivered before this Institute, as well as for the noble and gentlemanly character he has sustained among us. We hereby express our regrets at his departure, and our kindest wishes for his future usefulness and success.

Resolved, That a copy of these resolutions, with the action of the Institute thereon, be sent to Mr. Kendall and entered upon the records of the Institute.

The meeting was then closed by the singing of the Doxology.—*Bulletin*.

THE NEW ILLUSTRATED EDITION OF WEBSTER'S DICTIONARY.—This seemingly dry and certainly ponderous book has its peculiar charms. Here is collected and tersely set down, a vast quantity of various and useful knowledge, such as is indispensable to educated men and women. Here are an hundred and fourteen thousand words, defined with a clearness, fullness, precision and wealth of illustration, that denote the soundest scholarship, and the most entire fidelity to laborious details.

Altogether the work is a marvelous specimen of learning, taste and thorough labor. We praise it heartily, because we believe it deserves the heartiest praise—*New York Albion*.

DANIEL WEBSTER was born January 18, 1782, and died October 24, 1852, aged 70 years, 9 months and 6 days ; Edward Everett was born April 11, 1794, and died January 15, 1865, aged 70 years, 9 months and 4 days. The difference between their ages at the time of death was therefore only two days.

We would call attention to the Catalogue of S. R. Urbino, in our advertising columns. Mr. Urbino is constantly receiving unsolicited testimonials of the high estimation in which his publications are held by teachers and scholars.

RESIDENT EDITORS' DEPARTMENT.

MR. JOSHUA KENDALL, A. M., late Principal of the Rhode Island Normal School, has removed to Cambridgeport, Mass., and opened a Family School for Boys, where they may be fitted for college or the counting-room. Mr. Kendall is a man of rare scholarship. As a linguist, both in the ancient and modern languages, he stands in the front rank. In the sciences he is master. In Natural History, an enthusiast, balanced by sound judgment. Above all, Mr. Kendall is a man of the most spotless character, simple as a child yet stable as truth; true to nature, true to himself, and true to every other man.

We desire and predict great success for Mr. Kendall in his new enterprise, and congratulate those who may be so fortunate as to be under his instruction and influence. His loss to the teachers and to the cause of education in Rhode Island we fear will be irreparable.

We are happy to know that the friends of education in this State have shown their appreciation of Mr. Kendall's labors in the good cause by presenting him an elegant Bronze Clock, accompanied with the following note:

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS,
DEPARTMENT OF PUBLIC INSTRUCTION, PROVIDENCE, Jan. 12, 1865. }

To JOSHUA KENDALL, Esq.,

Dear Sir:—A few friends of education, learning, with much regret, that you are about to resign your position as Principal of the State Normal School, have commissioned me to ask you to accept the accompanying mantle clock and bronze, as a testimonial of their appreciation of your accomplishments as a scholar, of your success as a teacher, and of your worth as a man.

Yours truly,

J. B. CHAPIN.

BRISTOL, January 13, 1865.

On Thursday evening last I was very agreeably surprised at receiving from you a present of a mantle clock and bronze.

This present, valuable in itself, more valuable through the friends from whom it came, receives yet additional value in my estimation for coming from friends of learning, and being made to me as a teacher. I shall take it as an earnest that the cause of education is by no means yet dead in Rhode Island.

May the elegant simplicity and solid worth of your present be suggestive to me of qualities desirable in human character.

Please to accept, each and all, my hearty thanks for your kind remembrance of me. Amid the happy incidents of a life crowded full with blessings, the reception of this testimonial shall not stand forgotten.

Yours truly,

JOSHUA KENDALL.

To DR. J. B. CHAPIN, and unknown friends.

THE GEOGRAPHIES AT WAR.—“Who shall decide when doctors disagree?” Having occasion not long since to look for the pronunciation of a name in two different geographies, we found their decisions at variance. Curious to ascertain whether

this was an exceptional case, with four popular text-books by our side, we entered upon a comparison of their respective vocabularies. For the edification of the brotherhood, a few of the commonest names are herewith submitted.

The Altai mountains are accented on the first syllable by Camp and Warren; on the last by Mitchell and Monteith. Warren, indeed, does give Al-tá-i as a second form.

That pigmy state in South America is called Oo-roo-gwi by Warren, Mitchell and Monteith; Oo-roo-gwa by Camp.

Those stupendous hills of northern Hindoostan are styled Him-a-li-a by three authors; by Mitchell, Him-aul'-i-ah.

Warren says *zeel* for the second syllable of the empire on the Amazon; the other three, *zil*.

Bo-nus-a-riz declare Monteith and Warren; Camp, Bo-no-a-riz; Mitchell, Buay-nos-i-res.

The stronghold that defied England and France so long is, according to Mitchell, Se-bas-tó-pol. The empire of which it is the southern key, Camp calls Roo-she-a; Mitchell, Rush-e-a.

Of the boundary range between France and Spain, three of our authors place the accent on the first syllable, but Warren on the last.

Brazil's famous coffee city is given by Camp and Warren as Ri-o-ja-ne-ro; by Mitchell as Ree-o-jan-ay-ro.

These examples are sufficient to show the diversity that prevails. Our Geographers, doubtless, get their information from various travellers, and the different pronunciations may be more or less used. Still, a uniformity is desirable. What shall be the standard?—*Illinois Teacher*.

THE Brooklyn Board of Education have increased the salaries of the Principals of the Public Schools from \$1,500 to \$1,800.

Low salaries have driven many of the best teachers of the country to other pursuits. Until teachers are better paid it is useless to expect better schools.—*Galena (Ill.) Gazette*.

OUR BOOK TABLE.

ESSAYS; *Moral, Political and Æsthetic*. By Herbert Spencer. New York: D. Appleton & Co.

This volume embraces ten essays on the following subjects: "The Philosophy of Style"; "Over-Legislation"; "The Morals of Trade"; "Personal Beauty"; "Representative Government"; "Prison Ethics"; "Railway Morals and Railway Policy"; "Gracefulness"; "State Tamperings with Money and Banks"; "Parliamentary Reforms, the Dangers and the Safeguards."

RESIDENT EDITORS' DEPARTMENT.

Spencer's works cannot be called "light reading," neither is he ever dull. He is a logical and forcible writer, and an earnest seeker after truth. And he presents his views in so plain and direct a manner that the reader cannot fail to comprehend the whole course of reasoning and the final conclusion.

This volume of essays, embracing so wide a range of subjects, will interest a larger class of persons than most of the author's other works.

BLACKWOOD'S EDINBURGH MAGAZINE.—We have received the January number of this justly celebrated monthly. Very few magazines have lived forty years and been sustained with so much ability as *Blackwood*. No one who once becomes familiar with its pages will forego the pleasure of a constant perusal of its pages. The contents of the present number are: "Tony Butler"; "A Visit to the Cities and Camps of the Confederate States"; "Italian Portraits"; "Life in an Island"; "Day and Night"; "The Man and the Monkey"; "Nile Basins and Nile Explorers"; "European Situation."

Published by Leonard Scott & Co., 38 Walker street, New York. Terms, \$4.00.

GRACE'S VISIT; or, *The Wrong Way to Cure a Fault*. By the author of *Douglas Farm*. Boston: Crosby & Ainsworth.

Grace's cousins made the same mistake which thousands of others, both old and young, are making every day. Ridicule and harsh words are not the best means to correct faults, develop a sweet disposition or correct habits. Kind words, gentle manners and good example, are the most powerful means of begetting the like characteristics in others. The book is worthy to be read by old and young.

HARPER.—The success of this magazine has been a marvel. From the very first number, which was issued in June, 1850, to the present number it has steadily increased in favor. In variety and interest it has kept pace with the growing demands of the universal reading public. Any person who shall be so fortunate as to possess all the volumes will have a complete library, for nearly all subjects in the range of human thought have found expression in its columns.

ENOCH ARDEN. By Alfred Tennyson, D. C. L., Poet-Laureate. Boston: Ticknor & Fields.

Enoch Arden is deservedly popular, and the demand for it from all classes has become so great that the publishers have been induced to issue a cheap edition in pamphlet form for the *million*.

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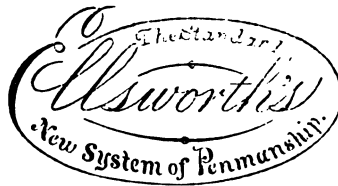
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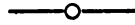
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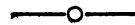
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"Mr Eben Tourjée having studied with me my system for the cultivation of the voice, and I having had ample opportunity of judging of his musical ability, take great pleasure in giving this as a certificate of his capability to teach the art of singing according to my system."

CARLO BASSINI.

[From the Greenwich Pendulum.]

"The correspondent of Zion's Herald, in a letter dated at Bremen, Germany, in February, thus writes of Prof. Tourjée: He has visited nearly every famous normal school of music in Europe, made pilgrimages to the birth-places, or residences or graves of almost every musician of Germany, formed the acquaintance of the leading living composers and performers, made large collections of curiosities, and especially large additions to his cabinet of rare musical books and instruments, &c., &c. It has been his good fortune to be received everywhere with the greatest kindness and even with distinction.

Those who are acquainted with his unquenchable enthusiasm for Music, and his indomitable energy in pushing his undertakings through, will readily appreciate the advantages which he has reaped from his European tour."

[From the Report of the Examining Committee, November, 1864.]

At the examination of Prof. Tourjée's music class for the Fall term of 1864, the committee were agreeably surprised to find the students so thoroughly qualified in answering all questions on musical history, composition, theory and harmony. The criticising by the pupils each of the other, in both organ and pianoforte practice, showed a thorough understanding of the studies they had pursued. The committee desire to call especial attention to this point in the system of education introduced by Prof. Tourjée, as one especially calculated to make of each scholar a complete critic and teacher.

At a soiree given in the hall in the evening, the singing and playing were of a high order, showing very conclusively that Professor Tourjée is the "right man in the right place," having "zeal according to knowledge."

HENRY BAKER, for the Committee.

[From the Rhode Island Schoolmaster for December, 1864.]

MUSICAL INSTITUTE, East Greenwich, R. I.—This Institute, originated by, and under the charge of Professor Tourjée, is the pioneer, and we believe, the only representative in this country, of the European system of Musical Colleges and Institutes, numbering there, several hundred.

We have visited the Institute and must say we were astonished at the extent and thoroughness of the system. The means for illustrating the "Divine Art" are complete. The students are taught to analyze every conceivable sound from the chirp of a cricket to rolling thunder. The construction of all musical instruments is explained by dissection and analysis, and the vocal organs are illustrated by costly French apparatus. A musical Cabinet is connected with the Institute, in which things curious and useful in teaching the science, are found. The method for the voice, taught in the Institute, is the same as taught by Bassini and Garcia; and imparts both ease and strength to the voice and never breaks down the vocal powers of the most delicate student. We would say to all who love music in its high development, go and see.

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LETTERS.

FROM THE REV. C. T. BROOKS AND OTHERS, NEWPORT, R. I.

The undersigned having attended the examination of the pupils of THE BERKELEY SCHOOL, C. A. SPENCER, Esq., Head Master, take pleasure in giving their testimony to its success, as indicating on the part of the Head Master, judicious system, fidelity and efficiency, as also meritorious diligence on the part of the other instructors. Mr. Spencer has in our opinion very superior qualifications for his position.

This tribute of appreciation is voluntary on our own part.

CHARLES T. BROOKS.

We, being highly gratified with the advancement of our own sons under the charge of Mr. Spencer, cheerfully concur in the above. This is entirely voluntary on our own part.

WILLIAM S. CHILD,
DUNCAN G. FELL,
HENRY E. TURNER.

NEWPORT, R. I., August 8, 1864.

FROM CHARLES KING, LL.D., LATE PRESIDENT OF COLUMBIA COLLEGE, NEW YORK.

NEWPORT, R. I., August 29, 1868.

DEAR SIR:—I am glad to hear that you are to have charge of the BERKELEY INSTITUTE in this city and have confidence in your success as a teacher.

Trained at Columbia College and graduated from it with credit—and having since graduation applied yourself to the duties of an instructor—you carry with you into the very responsible station of Head Master of a long established Seminary, qualifications which should ensure success.

I earnestly hope for your own sake, for the credit of your Alma Mater, which does not cease to take interest in her children, and for the cause of good education, that you may succeed.

Yours truly,

CHARLES KING, LL.D.,
President Col. Coll.

MR. C. A. SPENCER, A. B.

FROM EX-GOV. WILLIAM B. LAWRENCE, NEWPORT, R. I.

NEWPORT, R. I., September 2, 1868.

DEAR SIR:— * * President King's statements to me this morning were such as to satisfy me that this place is extremely fortunate in having, as a successor to Mr. Leverett, a gentleman so eminently qualified as you are. Every thing that I can do to facilitate your objects will afford me much gratification.

Yours truly,

W. B. LAWRENCE.

MR. SPENCER.

REFERENCES.

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Tenth Year, Second Session, commences, March 13;

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THE
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MARCH, 1865.

VOLUME ELEVEN.

NUMBER THREE.

GRAMMAR.

OF course I mean *English* Grammar. Well, what can be said—I mean what *more* can be said—on this “dry,” “dull,” “uninteresting” subject, this “worn-out” theme, to interest or profit the general reader? Perhaps nothing. And yet the reader may reasonably suppose that a writer on such a subject feels conscious of some ability to interest or profit—that’s the worst of it—or at least is animated with a desire or purpose to do so; otherwise he would not make the attempt, and thus avoid the numerous and scathing criticisms, both of the “docti et semi-docti,” that are almost sure to be elicited by his feeble efforts. Not that I consider that any apology is necessary for presuming to intrude my own ideas on a subject that is generally considered to have been set at rest—at least so far as any improvement is concerned—long years ago by all the host of Murrys and Smiths and Browns, when others with greater, and possibly less, erudition have from time to time ventured to suggest some improvement, or to point out some of the difficulties that surround the subject, or the obstacles in the way of an easy attainment of a knowledge of it.

Observe in the first place that the words “dry,” “dull,” “uninteresting” and “worn-out” are not my words. Far from it. But do not expect me to weary your patience by proving why the subject is undeserving of such opprobrious epithets. It is rather my purpose in the present article to point out some of the causes why it may seem

so to very many persons, perhaps to most scholars, and to teachers, I fear, not a few. It is admitted that, in the beginning of the study, as it is too generally taught, there are some dry details which must be mastered, as in commencing almost any other study; and the teacher will often be taxed to the utmost to awaken and keep up an interest, particularly if the pupils are quite young, or if considerably older and yet quite backward in other studies, without any particular aptness for study any way. Children are often unquestionably put to the study of Grammar too young. As a general rule they should not begin it, except perhaps to learn some of the simplest and most general principles, before they are twelve years old; and even then it will require a number of years of close, hard study, of severe mental discipline, before they are *able* to grapple with some of the more difficult and often abstruse principles of analysis. I know that many consider this age too old to begin, but many also think it too young; I believe the latter exercise the safest judgment; due allowance being of course made for the varying capacity of different children. I think the Spelling Book properly pursued—the whole of it—is grammar *enough* for the child before he is twelve years old; and the universal deficiency in this elementary department of the language—not merely deficiency in the spelling do I mean, but in the nature and power of letters, and in orthoepy—proves this assertion perfectly correct. But this same universal deficiency cannot be justly charged to the High School. Few seem to reflect that the Spelling Book, which treats of Orthography and Orthoepy to some extent, is a *part* of Grammar, and a very essential part too.

It must be admitted that many teachers are incompetent to teach properly these important rudiments of the language, if we are to judge from the scholars they are continually sending into our higher schools. But important as this branch of the subject is, I do not think it ought to demand the time of a whole day of a Teachers' Institute of one or two hundred teachers for its discussion, to the exclusion of other less simple subjects.

Since Grammar is the science of language and the art of using it properly, and since the science and the art should be taught together, it follows that the study of it properly begins in the primary school,—that is, in its *first* principles.

Here then is to be laid the foundation of the grand superstructure; though a defective education here may indeed be remedied when the

pupil enters upon the Grammar proper, as it is generally presented in the Grammar books. But if he is detained on the first part of Grammar, Orthography, he very naturally feels that it is dry and useless, and soon acquires an utter disgust with the whole subject. By the time he has groped his way through the first principles of Etymology, and come to the verb, he is continually in bad *mood* and worse *tense*; and his complaints are loud and long; but he finds no sympathy except at home—too often plenty of it there. His dear mamma, or his aunt Mercy, or somebody else, consoles his anxious mind with the blessed assurance that “Grammar *is* a dry study anyhow; I never could understand it myself; *I never liked* Grammar; and I never knew any thing about it!” That’s just it, my good friend, you don’t know any thing about Grammar. You told the truth the last time, and in your two preceding assertions; but in your *first* you didn’t. You mean to be honest of course; but do you not reflect that you inflict an almost irreparable injury on your son by your foolish prating and misrepresentation of a subject you confess you know nothing of? Perhaps you are moved by sympathy for your dear Charlie, fearing that his teachers are too exacting, or his studies too numerous or difficult, and will sooner or later break down (!) his delicate (?) constitution, or have the still worse effect to soften the brain (!), consequences about which every mother may justly have anxious solicitude provided the causes be *real*. But perhaps such remarks are uttered in indifference or in pleasantry only; whatever be the motive, it is unworthy of the parent who should have the highest welfare of the child at heart always. It is very rare that the child at that age is broken down by hard study,—a good many opinions of respectable people to the contrary notwithstanding.

Children are apt to place implicit confidence in what their parents say; and an indiscrete remark from a parent under such circumstances will often do ten times more harm than a good, faithful teacher can correct in many weeks.

One boy of twelve or thirteen—just beginning Grammar—was very delinquent. I said to him: “Now Charles, you must understand that you must get your Grammar lessons; you can’t get rid of it if you try.” What do you think was his reply? “Well, but *I don’t like* Grammar!” spoken in a tone of self-justification which you ought to have heard to appreciate. You see he had learned the *cant* somewhere. This evil influence of parents is exhibited not only

in respect to Grammar, but also other studies. One scholar of superior natural gifts said: "Well, father says I shall never make a mathematician, and I know I sha' n't." And she seemed perfectly reconciled to this conclusion—I will not say here by what motive,—and determined she would n't become a mathematician. But she may have everlasting cause for thanks that her teacher was more determined that she should; and by a great deal of hard work and indomitable perseverance has succeeded in eradicating that false, mischievous notion. I have had more cases than one of this kind.

I have thus far mentioned three of the causes only that operate to render Grammar unpopular: first, beginning the study too young; second, incompetent teachers in the rudiments—merely hinted at however; third and especially, the pernicious influence of parents and others in deteriorating the study and in discouraging the pupil. But I shall hereafter discuss other and more potent reasons which will of themselves—to my mind at least—furnish a complete and undeniable solution of this troublesome problem.

J. M. R.

From the American Educational Monthly.

HOW SHALL WE TEACH GEOGRAPHY?

WHILE great improvements have been made in modes of teaching many of the sciences, Geography has been comparatively neglected. It certainly cannot be from any just sense of its relative importance, that, while mathematics, and the languages, have been taught with the greatest thoroughness, teachers have been contented with the most superficial methods of teaching this subject.

Recently, however, the labors and lectures of one of the most eminent scholars* of the present day, have awakened a desire for something better—some more philosophic methods, and more satisfactory results, in the presentation of the subject of geography in our common schools. The conviction is beginning to be felt that this noblest of sciences has been sadly unappreciated, and that, instead of

* Professor Arnold Guyot.

being a mere catalogue of facts to be committed to memory, it is capable of being made a means of growth to the mind, and of affording the highest exercise of all its powers.

But the question,—how, if this higher view of it be the correct one, is this subject to be presented to the child,—remains as yet unanswered.

It will probably not be questioned that the best possible method of study in any subject is that which, while it shall give the clearest and most perfect knowledge of the subject itself, shall, at the same time, furnish the best facilities for the complete and symmetrical development of the mind.

In order to determine such a method it is necessary to inquire, First, what is the law of the mind's development? Second, what is the nature of the subject to be presented, and what is the general plan of treatment growing out of its nature, and therefore inviolable? Third, by what special methods can this general plan be adapted to the needs of the mind in the several stages of its development?

I. THE DEVELOPMENT OF THE MIND.

Writers upon its laws and operations declare that though all the faculties of the mature mind exist from the beginning of its life in a greater or less degree of activity, they yet attain their full development at different periods. They come into activity not simultaneously, but successively, the full action of each subsequent class requiring the previous development and activity of the preceding; just as all the capacities of the plant for producing leaf, stem, flower, and fruit, exist in the germ, yet these do not all appear at once, because the higher cannot be developed without the preëxistence of the lower as a basis.

The earliest to attain full activity are the perceptive faculties. These through their agents, the senses, are extremely active in the young child, and constitute the only means by which the images of the external world can enter his mind and give rise to thought. Through their use he is able to obtain a clear conception of the general form and condition of every thing of which they can take cognizance.

In simultaneous action with these is the conceptive power, by means of which the mind grasps and retains the impressions it receives through the perceptive powers; and is able to recall them, and learns

to express them. In a higher development the same faculty is able, by means of ideas and conceptions previously acquired, to create images of things of which the perceptive powers have not taken cognizance.

Next to become active is that analytic power of the understanding, by means of which the general conception, which alone could be obtained in the preceding condition of the mind, is separated into its elements, and studied in detail ; the knowledge acquired is considered and arranged ; and new ideas are derived apart from the exercise of perception, which are expressed in the form of abstract propositions.

Lastly, is developed that action of the reasoning power by which the mind rises to high generalizations, attains the knowledge of general principles and laws, is able to ascertain the causes of phenomena observed, and from known causes to predict results.

We find, therefore, that though all the faculties of the mind act to a certain extent in conjunction, there are yet three successive stages, each characterized by the predominant activity of certain powers, and consequently by a peculiar character of mental operations. In the first, that of the predominance of the perceptive powers, the child is constantly occupied in acquiring knowledge of the external world by the use of these powers, and through the expression of the knowledge so acquired becoming acquainted with language and other conventional signs of ideas, and is therefore becoming able to receive ideas from other minds through the medium of language.

In the second stage, that of the analytical power of the understanding, the knowledge of others, having now become accessible to him, is added to the results of his own more minute investigation, and finally becomes itself the subject of thought, analysis, and classification.

In the third, that of the predominance of the reasoning power, the mind having collected its materials, looks at them from a new point of view, and from the study of them in their combinations, arrives at a knowledge of their relations, and of the phenomena resulting therefrom, and of the laws which govern their existence and operations.

If, therefore, any method of study is to contribute to the mind's development, it must furnish the appropriate degree of exercise for all these powers, in the order of their successive awakening ; and we must distinguish, with Prof. Guyot, three natural phases,—the perceptive, the analytic, and the synthetic,—through which the learner

in Geography, as, indeed, in every branch of science, must pass before he can obtain a perfect knowledge of the subject of his study.

We may premise, then, as a general principle growing out of the laws of the mind and therefore governing the presentation of all subjects whatever, that the portion of the subject which addresses itself mainly to the powers of perception, and only gives the simplest possible exercise to the powers of the understanding, or reasoning powers, is the only one proper to be presented to the very young pupil. This is the *perceptive* phase of his study. It must follow that if a subject present no opportunity for such a phase, it is not an appropriate one for the study of the very young.

Afterward is needed a more minute and detailed investigation which will decidedly tax the earlier powers of the understanding, and which will give to the *analytic* phase its special character.

Lastly, the reasoning powers are mainly addressed; for the facts or phenomena with which the student deals, must be viewed in their mutual relation and combined action. This is the *synthetic* phase.

Subjects which do not present material for all these phases can be profitably studied only in particular stages of the mind's growth, while those in which all are found furnish suitable food for it at every step of its onward progress.

II. NATURE OF THE SUBJECT.

We come now to the second part of our problem, viz.: to determine the nature of the subject and the general plan of treatment growing out of that nature.

"Geography," in the language of Professor Guyot, "Is the *Science of the Globe*, considered, not as a mere aggregation of unrelated parts, but as an *organized whole*, formed of members, each having an individual character and special functions, all mutually dependent and operating together, according to laws established by the Creator, to perform functions possible to no one alone."

If this be the case,—if the globe is to be considered as a magnificent mechanism, prepared by the Creator with a special form, and a special character and arrangement of parts or members, in order to produce a given result,—then the study of it is to be conducted on precisely the same general plan as that of any other individual organization of which we desire to ascertain the conformation, the laws of its operation, and its adaptedness to produce the result intended.

First is required a general view of the whole, in order to ascertain its figure, the parts or members of which it is composed,—their arrangement, not only absolutely in the whole, but relatively or in regard to each other,—their comparative size, and the general conformation of each.

Second. Each of these individuals is to be made the subject of special, detailed study, in order to ascertain its particular organization,—the character, arrangement, and relation of its several portions,—the character of the whole individual resulting therefrom,—and finally the phenomena of life associated with it, whether vegetable, animal, or that of man considered both ethnologically and in the social capacity of states or nations.

Third. Having ascertained the individual character of the several members, we look at them again in combination, in order to ascertain the influence which each by its peculiar character exerts upon the others, thus to determine its function in the whole mechanism and to arrive at a knowledge of the laws which govern the organization of the latter. Then referring to the history of mankind, we trace the operation of those laws on his character and destiny, and ascertain the adaptedness of this wonderful mechanism to the end for which it was created, the education of the human race.

In the first, we find the perceptive phase of the study, since, by the use of the globe, of *accurate physical maps*, and of good illustrations, it can be presented almost wholly to the perceptive faculties. The second is the analytic, and the third the synthetic phase.

What subject so rich in material for the growth of the mind! What other science furnishes appropriate food, alike to the sunny-haired child of ten summers, and to the grave philosopher, whose head droops with the accumulated knowledge of “three score years and ten!”

[TO BE CONTINUED.]

ARTILLERY.—Troops whose duty it is to serve the cannon, either in the field or in fortifications. They are armed with swords. They are divided into light and heavy artillery. The former have light guns and gun-carriages, which can be taken to pieces, and transported on the backs of horses and mules. The latter have charge of siege and other heavy guns. The artillery usually constitutes about one-tenth of the force.

ENGLISH COMPOSITION.

IN many of our schools, there is no exercise more perplexing to the teacher and more irksome to the scholar than that of English Composition. The one does not know precisely what he is to teach, and how he is to teach it; the other does not see clearly what he is to learn, and how he is to learn it. We offer a few practical suggestions for their common assistance.

This subject presents itself in two aspects; the one, logical; the other, rhetorical; the one related to the thought; the other, to the expression. These aspects are not, however, mutually independent, for clearness, distinctness, and propriety of thought reveal themselves in perspicuity, energy, and elegance of expression.

The assignment or the choice of a subject demands the first attention, when Composition is viewed in its logical aspect. This matter should be kept entirely under the teacher's control; he should either appoint, or, at least, approve the themes to be discussed by his pupils. He can thus insensibly control and guide their reading and their habits of thought.

The subject assigned should be one that is clear and distinct, well-defined in outline, and easily definable in language. Let it be more than an attractive but empty name; let it be susceptible of clear division and full discussion. It should therefore be limited in extent, and within reach of the scholar's powers of thought and expression. Let it have interest for him, either on account of its present bearings or of its permanent importance. Let it be something that he is wont to think or to hear of, or something that he ought to be acquainted with. If it be thus clear and limited and pertinent, it will be likely to have that unity which will secure compactness and directness of discussion, and give at once instruction and pleasure.

The following illustration will make these directions clearer. In this practical, mechanical, utilitarian age, the theme "Iron" would not be inappropriate or uninteresting for discussion. But this subject is too vague and broad and remote to attract a young writer. One cause of the distastefulness of this exercise of Composition is the vagueness and remoteness of the themes either assigned or chosen. Limit this theme, therefore, rejecting the cognate subjects, "the mining and smelting of iron," "the constitution and qualities of iron," "the history of iron manufacture," "the ornamental uses of iron," and adopt "the mechanical uses of iron"; and inasmuch as we are

in the midst of a war, and a large part of our habitual thought and speech relates to war, limit the theme still further to "the mechanical uses of iron for military purposes." It would be strange if, in these days of military railways, Parrott guns, fifteen inch shells, monitors and torpedoes, the pupil could not offer some lively and interesting thoughts for such a discussion.

The subject having been thus determined, the next thing is to teach the scholars how to discuss it. The method of discussion will of course depend on the nature and the form of the theme. If it be a proposition, it is to be proved by argument, which shall show why the assertion is to be admitted; if it be only a term or a notion, it is to be separated into its constituent parts, or else its various attributes or qualities are to be mentioned in an appropriate order and explained and illustrated. The teacher will develop both his own and his pupil's power of thought by insisting on the formation of a full and complete plan, whether of argument, division, or definition, before the making of sentences is begun. He will also thus facilitate the work of composition itself. The stream will flow more freely and smoothly when the channel has been already prepared for it.

To illustrate, as before: The proposition, "Iron is useful for military purposes," would be discussed by bringing forward such reasons or arguments as the following: 1. Because, by forming railways, and locomotives and steamboat engines, it facilitates the transportation of troops, munitions of war, &c. 2. Because it makes guns, shells, swords—the essentials of offensive warfare. 3. Because it is proved to be the best armor for vessels and is useful on fortifications. 4. Because it is concerned in the manufacture of almost every article needed for military equipment. If this same theme were presented as a term, then it would read either, "The military uses of iron," or "The qualities of iron which adapt it to military uses." Then might be mentioned under the first: 1, Military roads; 2, Weapons; 3, Defences; 4, Machinery. Under the second: 1, Ductility and hardness, suiting it for road-making; 2, Tenacity and weight, suiting it for guns, shot, &c.; 3, Power of resistance, suiting it for armor.

Such a discussion having been carefully planned, and a method devised for introducing and closing it, the writer may proceed to the forming of sentences. That leads to the rhetorical aspect of Composition, which will be hereafter discussed.

SPEAK NOT THE BITTER WORD.

O, speak it not! 't were better far
The lips ne'er part at all,
Than parting, give expression to
But bitterness and gall.

Then speak it not; no future day
Its memory can drown;
Its painful pangs will still be felt
Through all life's changes down.

The wounds that words so quickly make
No words can ever heal,
The weight of woes that words have made
Time never will reveal.

Eternity alone shall tell
How deep the shaft was driven,
When bitter words in angry mood
To loved ones have been given.

Forgiven, yes; forgotten, no:
The line was cut too deep
On memory's tablets to forget
The words that caused to weep.

As cutting tumors from the face
Leaves scars that still are seen,
Harsh words, forgiven, leave behind
The marks where they have been.

If bitter thoughts then seek in words
Expression, use thy will,
Bid passion's tempest cease to rage,
Let Christ say, "Peace, be still."

River Point, Feb. 6, 1865.

FRED.

TRIALS OF A TEACHER.

MARCH 28TH, '64—WEDNESDAY NIGHT.—Was any one ever so tormented? I have really had serious thoughts of turning hermitess or nun. Such trials of temper as I've endured this day! When I reached school this morning it was late; very cold and no fire; the children shivering, and some crying. I was in a state worse than

freezing, the cold air had operated on my face and hands in a strange manner that they looked as if I had the small-pox, and I went to my room accordingly. I wanted to cry with vexation and pain, but I would not maintain my dignity and appear as composed as if nothing had happened. The floor had to be swept, the chairs arranged, the ditto, the stove dusted, the zinc rubbed, the chalk marks to be rubbed off and the daily lesson for one class put upon the board. The bell rang before we had half finished. Betty Myers raised her hand to tell me that she could not find her book. Ella Nyman could not untie her bonnet and came to me. Tommy Brown wanted to go out and look for his "whole new pencil," which he had dropped in the mud. Just then Catharine rushed in telling me there was a lady in the hall. Now I've no antipathy to ladies, or gentlemen either, particularly gentlemen,—but when I see a bonnet or a tall hat making its way into our school hall, I gird on my armor silently for a battle; though to the credit of my numerous "parents" be it said, I have not had much use for small arms or even "saw." This time the visitor proved to be a mother, indignant because I allowed her pet to wet his feet and spoil his clothes going home in the rain. He was sick in consequence, she said. "Why did n't I keep him till she came for him," etc. I wanted to ask her if she held me responsible for the dry feet and general welfare of ninety pupils on a rainy day. I suppose I ought to furnish umbrellas and overshoes and guides for the little ones. This interview ended, and order being obtained, we sung our morning hymn, but having no fire the breath from the children's mouths looked like so many little chimneys all over the room. I did feel like smiling, but I suppose I looked as ridiculous as they did. In half an hour we had a fire, but no recitations till the atmosphere was milder.

Then it was discovered that John Anderson had no pencil, and could not print. Robert Owen had broken his slate into at least five pieces, and was printing on an area of four inches. Martha Curtis found that the lesson was torn out of her book, and she was only too glad to sit in idleness, and as "Satan finds some mischief still for idle hands to do," she very soon had hers busy taking the frame off her slate, piece by piece, and arranging them on the floor, then the slate itself, the torn book and the rag she keeps to clean her slate, next her pencil box and empty bag. Just as she was seating herself for a nice play, the door opened and the principal of our building walked in. I ought to explain that Martha is a new scholar, but in spite of this I

hat if I only had hold of her once, she would learn not to spread **play**-house on the school-room floor. The most trying part of **performances** is, that she invariably shows her antics when visitors **are in the room.**

I **did** expect a short respite at recess, but the weather prevented **the girls** from playing in the yard, so they stayed in the hall, and **every few** minutes the door was opened and somebody wanted to **come in** and warm her hands. Herman Melville came breathless to the door to say that Charlie Rylands *swore*; Nellie Oswald brought the intelligence that Johnny Dodd was in the girls' yard; Patrick O'Rourke and Mikey Moses were fighting; Lizzie Mangle wanted a drink; Annie Semple wanted a pin. Presently a woeful sound of lamentation was heard in the hall. Somebody's wounded, I inwardly exclaimed, and went out to see. There was Mary Briggs covered from head to foot with soft mud. Cora was dispatched for some water, and I ransacked the table-drawer in search of a rag. Had **scarce** got her under treatment, when Ida Fuller appeared at the door weeping and sanguinary. Some boys had been throwing coal over the fence and a piece struck her on the lip. She had her pretty new dress on, and the drops of blood fell on it. I mentally exclaimed, "Job was afflicted with sore boils," but were his boils any more distracting than my experience this day? Oh, those rude boys! Whilst **binding** Ida's wounds, the bell rung and the children, instead of going **in** and seating themselves like sane individuals, stood to watch the operation. I had to show them the door rather forcibly. In the first **class** in spelling, the word "could" came to Betty Myers. She is **stupid** sometimes, and this proved it. She said, "k-oo-p could," at which the rest laughed. Harry Kimball is a confirmed dunce, and is **in the same class.** I asked him to spell "walking"; he got some letters of the other words mixed up with it, and this was the result: "s-i-t sit, w-o-k-e-d walking." After school I called Charlie Rylands up, who had been reported for swearing at recess. He said, "Samuel Jonas swore too." Then Samuel had to be questioned, (S. is a colored boy, six years old,) "What did you say, Samuel?" I asked. "Charlie Rylands called me a niggah!" And what did you say to him, "I called him a smutty nose!" This was the swearing. Had a note from a complaining parent in the afternoon; Mary's slate had been cracked across, the girl that sat next to her had done it. Would I see to it? After a while called Mary up. "Who broke your

slate, was it Emma?" "Yes, ma'am." Emma knew nothing about it. "Was it Maria?" "Yes, ma'am?" Maria declared her innocence. "Show me who broke your slate." "She did not see the girl just then." "Do you know anything about it?" said I. "No, ma'am." "Did any one break your slate?" "No, ma'am." "Then take your seat, and be careful what you say in future." I was in nearly the same dilemma as a lawyer who has been questioning an ignorant witness, and though my client's case turned out well, yet I was annoyed.

Had five tardy members in the afternoon. Ida Fuller makes a practice of being late, so I sent her back for an excuse, and she brought me one written on part of the margin of a newspaper, bearing three words, "Please excuse Ida." This I did not consider valid, and told the child so. Charlie Rylands said he had to go to the doctor's, his Harry was sick. I thought this probable, but to make sure, sent a messenger to inquire, and found that C. had told a false story. I shall go and see his mother to-morrow. Tommy Brown was detained looking for his drawing-book. Frank Mitchell very ingenuously confessed that he "was hunting for a four-leaved clover!" Emma Thompson's excuse was, "My mudder was away, and I had to stay by my baby." Jessie Stekemper, my brightest pupil, was absent; her brother came in to tell me the reason. He cannot speak very good English, and the amount of his explanation was, that "Jessie's shoes they was broken and she would get her feet wet, and the shoemaker he did not make her new shoes done yet." Who will wonder that I was ill-natured when I got home this evening?—*Ohio Educational Monthly*.

THE RELATION OF EDUCATION TO GOVERNMENT.

ONE principle or proposition that underlies every nation's well-being has arrested my attention, and I would like to give others the result premising, however, that to most of you nothing new may be shown, only an old path re-trodden. The proposition is this: "Whatever may be the primary idea in the government which any people have adopted, all the civil institutions which are also adopted by that nation should—nay, must—conform to that idea." The consequences

of a disagreement between them are at once apparent. If between the primary and secondary institutions of the country there chances to be a manifest discordance, then internal conflict must ensue.

Compromises may put off the fatal day ; but, so surely as God's laws are immutable, conflict must come. 'The irrevocable *must*, may be delayed, but not defied. Laws will be made that conflict with each other. Sectional prejudices will arise and demagogues fan them into flames. The course of justice will be impeded, if not entirely arrested. Tranquillity will give place to discord. Brotherly, national feeling will be transmuted into sectional hate, and anarchy, with all its array of attendant evils, must ensue. I presume that many of you, in the course of your historical reading, have been struck by the constant recurrence of this fact. It has been recorded time and time again : every page of history is luminous with the truth that such and such a nation—Athens, Sparta, Genoa, Venice, Rome, Poland, France, and even proud old England—has been shaken to its very foundation, some of them entirely destroyed and blotted out from the list of nations, while others have escaped as by fire from the consequences of this discordance between the primary, fundamental principle of their organic government and the spirit in which their institutions and legislation were founded.

And in no respect is this proposition truer or more plainly to be discerned in its workings than in regard to the primary idea of a government and its system of education. Given, a purely democratic form of government where the masses rule, and you must have an educational system that conforms to it, both in spirit and in fact. The masses *must* be educated ; there can be no "may be" here. They must be, or, blinded by prejudices, enslaved by superstitions, and depraved by nameless vices, they become fit tools for demagogues ; political suicides wasting their strength in sectional strife and party hate, like the fabled Bellerophon in the plain of Wandering, consuming themselves.

Athens in her earlier days was a pure democracy. The people met much as we do in our town-meetings, transacted their business in about the same manner, only more turbulently, than do we when discussing and passing ordinances concerning bridges, roads, cattle-roaming and pounds. Their system of education, however, provided schools only for the rich who were able to pay for an attendant (a pedagogue) for each pupil, while they paid but little attention to reading, writing and spelling. The greatest possible attention was, however, paid to instruction in oratory, practical composition, music, and the principles of the fine arts. At the same time, it was provided by law that the boys of the poorer classes, and all girls except courtezans, should not attend these schools under any circumstances. And what were the results of such a system ; a system admirably adapted to produce political demagogues, leaders of party factions, poets, sophists,

Aspasias, but not to train *men*? You know them well. Every school-boy and girl can tell you of the downfall of her glory, of Aristides the Just, banished for his justice, and Socrates, poisoned on account of his superior talents and disposition to enlighten the people and free them from their faction-thriving and priest-ridden serfdom. Democracy gave way to aristocracy, and that to despotism.

Rome repeated the sad history, in the days of her republic. The idea that it was the duty of the state to educate all her children, of whatever class, seems never to have entered the minds of her law-makers, or if it did, it was banished as a chimera. The truth, however, seems to be, that a class here were determined from the start to be the ruling class, and so, in self-preservation, adopted a partial system of education. Education was left to run wild, and we read that the ability to read and write was a rare attainment, and this, with a very scanty knowledge of arithmetic, was all that was imparted; and even this small modicum, meagre as it was, was carefully preserved for the children of the wealthy and haughty patrician. The consequences are readily foreseen. The passions were left to run riot. Sensuality, debauchery and nameless vices ensued, to an extent almost incredible.

The system of clientage came in, followed by serfdom; for the poor were ignorant, and the wealthy, taking advantage of their own knowledge and the others' ignorance, forced them to give up privilege after privilege, right after right, and again did aristocracy displace democracy; in its turn, amid the scramble for place and power, to give way to the worst form of absolutism.

True, in the latter days of the Republic the course of study was enlarged; but the masses were still excluded from its benefits, and the remedy only aggravated the disease and hastened the catastrophe, giving more power to the oppressor and adding to the degradation of the oppressed and toiling millions.

The tracery could be followed still farther, and changes of domination, of dynasty, and even changes involving national existence could be traced and foreseen by watching the educational systems of different nations.

It disproves nothing to say, as has often been said, that brutalized, uneducated, barbaric nations have often overcome cultivated ones. Looking but a little more closely into the matter, subjecting the nations named and their institutions to a more rigid examination, you will see at once that those so-called cultivated nations had, by centralized education, sunk themselves (and by this I mean the dominant classes) so deeply into sensuality and slothful indulgence of all kinds, and had so degraded the masses, that their nation as a whole, was inferior to another nation without their arts and culture, whose equality of cultivation, rude though it may have been, gave a superiority of intellectual condition.—*Illinois Teacher*.

QUESTIONS FOR WRITTEN EXAMINATIONS.

ARITHMETIC.

1. The area of a right angled triangle is 720 feet, and the perpendicular is 90 per cent. of the base. Required the hypotenuse.

Ans. 53.814 + feet.

2. Call the product of the perpendicular and base of the above triangle *dollars*, and expend it for sugar at 24 cents a pound, reserving nine and one-eleventh per cent. of the purchase money as commission. Required the number of pounds bought.

Ans. 5500.

3 Call the above number of pounds *dimes*, and invest the same in flour at 16 $\frac{3}{4}$ per cent. less than its real worth, and sell it for ten-elevenths of its real worth, and give the gain per cent.

Ans. Nine and one-eleventh.

4. Get that part of the number of sq. ft. in the triangle as is expressed by the last answer, multiply the result by 22, call the product *pounds*, and state what per cent. it is of the answer to the second example.

Ans. Twenty-six and two-elevenths.

5. Expend the same number of dollars as denotes the real worth of the flour (No. 3) in cloth at \$1.65 per yard, and sell it for 25 per cent. less than the asking price but for 10 per cent. more than cost. Required the asking price.

Ans. \$968.00

6. Sell three-fourths as many yards of cloth as were purchased in the last example, at \$2.00 per yard, and invest the sum in coffee at 15 cents a pound. Get the coffee roasted at an expense of 1 $\frac{1}{2}$ cents per pound, and allow three-fifths of an ounce to each pound for waste. For how much per pound must it be sold to make a profit of 12 $\frac{1}{2}$ per cent.?

Ans. Nineteen and two-sevenths cents.

7. The answer to the fourth example is what per cent. of the answer to the third?

Ans. 288.

8. Add 20 per cent. of the sum received for the coffee to itself, subtract the amount from the answer to the fifth example, add \$13.00 to the remainder, and state how long it will take the last sum to amount to \$120.00 at six per cent. simple interest.

Ans. 5 years, 6 months, 20 days.

9. Invest the principal of the last example in dry goods which you may sell at an advance of 6 $\frac{3}{4}$ per cent. What would have been the gain per cent. had they been sold for \$105.00?

Ans. 16 $\frac{3}{4}$.

10. Multiply the answer to the seventh example by that of the ninth, divide the product by the answer to the third, call the quotient *dollars* and get the interest on it for the time expressed in the answer to the eighth example, and find at what rate per cent. that interest must be let to amount to \$1.958 in 1 year, 6 months.

Ans. 7 $\frac{1}{2}$.

INTELLECTUAL ARITHMETIC.

[Questions from the *Progressive Intellectual Arithmetic*, by Horatio N. Robinson, A. M., Ivison & Phinney, publishers, New York. 1859.]

1. David caught a trout 17 inches long; the tail was two-fifths as long as the body, and the head was 3 inches long; how long was the tail?
2. From the ground to the top of a church steeple is 146 feet; $\frac{3}{4}$ of the height of the steeple above the church, plus 6 feet, is equal to the height of the church; what is the height of the steeple above the church?
3. A purse and contents are valued at 46 shillings; $\frac{3}{4}$ of the value of the purse is equal to two-fifths of the value of what is in it; what is the purse worth?
4. The number of miles that the distance from Charleston to Columbia exceeds 100 miles equals $1\frac{1}{2}$ times the distance it lacks of being 150 miles; how far is it from Charleston to Columbia?
5. A, being asked his age, replied, " $1\frac{1}{2}$ times what I lack of being a hundred years old is 9 years more than $1\frac{1}{2}$ what my age exceeds 64." What was his age?
6. A rope was cut into 3 pieces; the first piece was 5 feet long, the second was as long as the first plus $\frac{1}{2}$ of the third, and the third was as long as the other two; what was the length of the rope?
7. A farmer took money for stock, as follows: \$18 for swine, \$6 more than $\frac{1}{2}$ of the whole for sheep, and for cattle \$7 less than $\frac{1}{3}$ as much as for sheep and swine; how many dollars did he receive?
8. Henry earned 20 dollars in the spring; in the fall he earned as much as in the spring and $\frac{1}{2}$ as much as in the summer, and in the summer as much as in the spring and fall; how much did he earn in all?
9. Jason bought a watch, and had \$20 remaining; he then gave 2 times the cost of the watch for a rifle, and had one-seventh of his money left; what did the rifle cost?
10. A drover paid \$76 for calves and sheep, paying \$3 apiece for calves and \$2 for sheep; he sold $\frac{1}{4}$ of his calves and two-fifths of his sheep for \$23, and in so doing lost 8 per cent. on their cost; how many of each did he purchase?

EDUCATIONAL INTELLIGENCE.

EDUCATIONAL STATISTICS.

DONATIONS TO OUR COLLEGES. During the last two years—a period of war—during which our enemies here and in Europe confidently predicted our national ruin, a most wonderful liberality has been developed toward our institutions of learning. The following are some of the marvelous figures:

Bowdoin College, Me., has received \$72,000, of which \$50,000 were in one donation.

Dartmouth College, N. H., has received \$47,000.

Middlebury College, Vt., has received \$10,000 from a legacy.

Williams College has received \$25,000 in one donation.

Amherst College has received more than \$100,000, in sums of \$60,000, \$30,000 and \$20,000 each.

Harvard has received a bequest of \$44,000.

Andover Theological Seminary has received \$50,000, of which \$30,000 were from one firm.

Trinity College, Hartford, Ct., has received nearly \$100,000.

Yale College has received (including \$135,000 from the United States Government for its agricultural school) the magnificent sum of \$450,000; to which, perhaps, \$100,000 will probably soon be added. Of the portion already paid, the following sums have been given by individuals in single donations, viz.: \$85,000, \$50,000, \$30,000, \$27,000, \$25,000, \$20,000, \$12,000.

New York University has received \$60,000.

Hamilton College over \$100,000.

Rutgers' College, N. J., has received \$100,000.

Princeton College, N. J., \$130,000; of which \$30,000 is in a single donation.

Washington University, St. Louis, \$50,000 in two donations of \$25,000 each—one from New York, the other from Boston.

Chicago Theological Seminary has received \$80,000.

Protestant College in Syria, \$103,000 from American Christians.

Lane Theological Seminary, Walnut Hills, Cincinnati, Ohio, has just received a donation from a friend amounting to \$10,000, to be applied to enlarging the library of the Seminary.

Within the past two years the aggregate donations to the various colleges amount to \$2,500,000.

THE ELEVENTH ANNUAL REPORT OF THE COMMISSIONER OF COMMON SCHOOLS FOR OHIO has been received, from which we take the following statistics:

"Number of school-houses in the State, 11,262. Value of all school-houses in the State, including grounds, \$6,168,736. Number of schools, each graded school with its different departments being counted as *one* school, 11,994. Number of high schools, 149. Number of white youth in the State, between five and twenty-one years of age, as enumerated in September, 1863, 922,367. Number of colored youth between five and twenty-one years of age, 16,606. Whole number of youth enumerated—male, 474,061; female, 464,911; total, 938,972; increase for the year, 19,098. Number of scholars enrolled in the schools during the year—male, 353,541; female, 341,379; total, 694,920. Average number of scholars in daily attendance, 396,256; average per cent of scholars enrolled in daily attendance, 57. Number of different persons employed in schools, during the year, as teachers—male, 7,832; female, 12,826; total, 20,658.

"Average wages of teachers per month (4 school weeks): In common schools—male teachers, \$28.25; female teachers, \$17.95. In high schools—male teachers \$62.87; female teachers, \$34.81. Amount of school moneys expended during the year, \$2,738,124.88."

"*When I went Boarding 'Round.*" There are 632 towns in Ohio in which the teachers board around.

THERE are one hundred and four churches and halls opened in Boston every Sunday for religious worship, and the average attendance, as stated by sextons and pastors, amounts to 68,475, in a population of 175,000.

There exists in the whole world nearly 7,000,000 of Jews, of whom one-half are in Europe, especially in Russia, where there are 1,220,000. The number in Austria is 853,000; in Prussia, 284,500; in the rest of Germany, 492,000. At Frankfort-on-the-Main there is one Jew to sixteen Christians. In Sweden and Norway, only one in six hundred. France contains 80,000; England, 42,000; and Switzerland, 3,200. A remarkable fact is, that in the countries where the Jews are completely emancipated, that is in France, Belgium and England, their number is diminishing, while elsewhere it is increasing.

Rev. B. F. MILLARD, the agent of the American Bible Society in Brooklyn, reports that during the past six months he has sold 2,748 volumes of the Scriptures, and given away 6,676.

The Catalogue of Beloit College shows seniors 7, juniors 20, sophomores 17, freshmen 24. There are 12 in the army from these classes.

In Pennsylvania there are 13,000 public schools, with 16,000 teachers, and 709,000 pupils.

The Boston Public Library numbers 116,934 volumes and 31,800 pamphlets.

SUPERINTENDENT'S QUARTERLY REPORT.

OFFICE OF THE SUPERINTENDENT, PROVIDENCE, Feb. 10, 1864.

To the School Committee of the City of Providence :

GENTLEMEN : Our schools have suffered the past term more from absence and irregular attendance than in any previous term of which there is any record. Much of this absence has been caused by sickness, which has been unusually prevalent in every part of the city. In some schools the attendance has not been sixty-five per cent. of the whole number belonging. With such obstacles, the usual satisfactory results ought not to be expected. In most of our teachers there has been no lack of interest or of earnest and faithful effort to improve and elevate their schools. In the High School, in particular, and in the Grammar schools, the instruction has never been more thorough and of a higher order. I regret to add that we still have schools that might and ought to be improved. While the Committee should be extremely careful that no injustice be done to any teacher, they should also not fail to protect the rights of children in providing for them that thorough instruction which is justly their due.

There are but few duties more delicate or difficult to perform than that of deciding upon the true character and condition of a school, and awarding both to teachers and pupils that praise or censure which they most truly deserve. Different examiners have different standards of excellence, by which they judge of a school, and these are sometimes of an opposite character, so that the same school may be by one standard considered excellent, and by another almost worthless. Many judge of a school by its appearance, at the examination at the close of the term, without making any inquiry how such results have been obtained. If the school is orderly, the recitations prompt and accurately recited, and most of the questions answered cor-

rectly, they decide without hesitation that the school must be a good one, and that teachers and pupils are deserving of high commendation. But at such an examination, or rather exhibition, it does not appear how long the scholars have been preparing to exhibit themselves in this creditable manner. None but those most interested know how many times the same questions have been asked and repeated during the term. Many teachers feel that the reputation and character of their schools depend upon the show they can make at these quarterly exhibitions. So long as this is the case, their main efforts will be to secure, some way or other, the approbation of the committee on these occasions; and they will have before them continually a temptation too powerful for most to resist—to review previous studies unnecessarily—to make but slow progress, and to keep back their brightest scholars that they may make a brilliant show.

Some make good order and discipline the criterion of excellence in a school. If the pupils sit erect and motionless like little statues, fearing to turn either to the right or left lest they should break some petty or unnecessary rule, and are watched by the teacher with an eagle eye, and with the rattan ready to inflict a blow for the slightest movement, whether it be involuntary or otherwise, they are too ready to decide that such a school must be in a most excellent condition, and teachers are often misled by the approbation they receive from visitors for such kind of rigid discipline. There is also great liability to err in forming a correct judgment of a school by comparing one with another of the same grade, without making due allowance for the superior advantages and the greater facilities one has over another. In some the attendance is much more regular and constant than in others. The percentage of absence in our schools varies from two per cent. to forty. Many teachers receive very important aid from the coöperation of parents. This can be fully appreciated by those only who have to conduct their schools without it. Truancy, with its train of evils, which never have been and never can be adequately portrayed, casts a blighting influence unequally in different parts of the city. Some teachers have to struggle and contend continually against it, while others have much less annoyance from this source.

The standard of scholarship in each grade is not always the same. There is frequently a great difference in this respect. This must of necessity be the case where the population is fluctuating. When the lower grade of a school is crowded, the scholars in the next higher must be advanced to make room, even if they are not fully prepared for promotion, so that a comparison with other schools would be not only unfavorable, but also unjust to teacher and scholars. In forming a correct opinion of a school, or in judging of the character and efficiency of a teacher, we should, in the first place ascertain how much has been accomplished in a given time, and whether this is advance or review. This is absolutely essential to a correct decision. We should then carefully examine how perfectly and thoroughly the work has been done, and what have been the facilities the teacher has enjoyed, and what obstacles and hindrances he has had to encounter. These should have their full weight and influence in making up our judgment of a teacher or a school. There are other considerations also which should be taken into the account.

The methods of teaching and kind of discipline are by no means to be overlooked. A teacher may be successful in securing obedience to his authority, he may know how to adapt his explanations exactly to the capacity and comprehension of each pupil, and the recitations in all the studies may be prompt and nearly perfect, and yet he may be far from being a teacher of the highest order. His discipline may be

harsh, unfeeling and unnecessarily severe, and there may be little or no sympathy between him and his pupils. The moral power of personal intercourse may be entirely wanting, and the relation of teacher and pupil may be rather of a military than a parental character.

But the highest qualities of a teacher and the most valued characteristic of a school cannot be subjected to any test or examination. They can be fully appreciated only by the pupils themselves, and by those who see the fruits in an after life. A true teacher has higher motives of action than the approbation of those who employ him. His reward comes through the consciousness of having discharged his whole duty. The routine of the school-room he regards as an indispensable and important work, and he prepares himself for it daily, that it may be performed in the most unexceptionable manner; but he does not rest satisfied with this. There is something nobler at which he aims--the formation of a character, pure, elevated and enduring, when all else shall fail.

As a method of teaching somewhat novel has been received and recently urged upon the attention of our teachers, it may be well to point out some of the errors that may result from its adoption. I refer to what is called object or representative teaching. I am not disposed to object to all that is included in this method. There is in it much that is valuable, and in the hands of a skillful teacher will give life and power to his teaching. But inexperienced teachers, who do not understand proper limits, nor know how to apply it, often make the most ludicrous caricature of teaching that can be imagined. One of the common errors to which teachers are prone, and which attracts the attention of examiners of schools, is that of crowding and burdening the memories of children without ideas. This has often been pointed out as a great fault, and should be most assiduously avoided.

To remedy this, the object method has been introduced, which often leads to the opposite extreme. One of its fundamental principles is that pupils should not attempt to commit to memory anything they do not fully understand. This error is equally fatal to all successful teaching. There can be no question of the great utility of visible objects in quickening and aiding the memory, in making all teaching life-like and real, in giving substantial verity to every mental act. And it undoubtedly has been undervalued and too much neglected by the great body of teachers. The perceptive faculties of children have not been called into active exercise as early as they ought to have been. Pupils, after learning the names of objects, should associate with them their form, color, qualities and uses. Without proper limitation, this is wise and skillful teaching. But to require children to understand the meaning of every word before learning to spell them, and to have clear and correct ideas associated with every word in a sentence before reading it, is not only impracticable, but preposterous and absurd; and how any one who has had any experience in teaching could adopt and advise such a theory, is unaccountable.

The first step in teaching children how to spell, is to require them to make certain articulate sounds, and then to connect, by an effort of memory, the proper representations of these sounds, whether they be letters or words. The knowledge of the meaning or the use of a word, if it could be acquired, would not aid the pupil the least in learning to spell it, but would in most cases be a hinderance by distracting his mind, and thus lessening the impression on the memory. The same is equally true in regard to the first exercises in reading. Pupils can acquire distinctness of articulation and correct pronunciation, which are the prime elements of all good reading, quite as well and even better without a knowledge of the meaning of words.

than they can with this knowledge. This is in accordance with that well known and established principle, that when the mind is concentrated upon one thing at a time it can accomplish it better than when distracted by several objects.

It is also a significant fact that the children learn to spell much more readily when young than they do after they have become interested in other studies. Every teacher of experience understands this. But after they have learned to spell and pronounce correctly the names of objects, then they should be made acquainted with their form, qualities and uses. And this can be best done by visible representations. The process is similar in reading. When children have acquired a clear and distinct articulation, and can pronounce words at sight readily and correctly, then, and not till then, are they prepared to advance another step, and to learn the meaning of words when used singly, and when arranged in sentences. It will then be proper to teach gradually tone, modulation and emphasis.

Frequent mistakes are committed in making children acquainted with the meaning of words. They are often required to explain or define the meaning of a word of which they are ignorant, by the use of another of which they know even less. This is quite common in some of our school books. The only true method is to explain and illustrate what is unknown by that which is well known. A child must be taught to employ a word to express thoughts and ideas of his own, before he can understand its meaning or its use. He may learn to define words as they are defined in some of the primary school dictionaries, as follows: A letter is an epistle, and an epistle a letter; an event is an incident, and an incident is an event; jagged is jagg, and jagg is jagged; astonishment is amazement, and amazement is astonishment; and he may be both astonished and amazed at how much he knows, but the bright and happy vision will sooner or later pass away like mist, before the true light of knowledge.

The number of pupils registered the past term is smaller than in several of the preceding terms. The whole number is 7,119; in the High School there are 269; in the Grammar, 2,122; in the Intermediate, 1,691; and in the Primary, 2,837.

All which is respectfully submitted,

DANIEL LEACH, *Supt. Public Schools.*

OUR BOOK TABLE.

KEY TO WALTON'S WRITTEN ARITHMETIC. To which is appended a Complete System of Reviews in the form of Dictation Exercises. By G. A. Walton, Principal of Oliver Grammar School, Lawrence, Mass. Boston: Brewer & Tileston. 1866.

We gave a brief notice of Walton's Written Arithmetic in our Jan. issue, but to fully appreciate its merits, it is necessary to examine it in connection with the Key. With the Key, this Arithmetic becomes an important addition to the means hitherto in use for teaching Arithmetic. The Key contains 166 pages, occupied chiefly with answers to examples; the first fifty pages containing the answers to examples not answered in the Arithmetic, and the remaining 100 pages consisting of numerous Dictation Exercises, by means of which the pupil may be exercised upon every topic treated in the book with additional examples, so intimately connected with the

book that no more time is occupied in giving the examples to a class than ~~would~~ be required to give out an ordinary lesson.

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Tolman & Co. are also constantly publishing new sheet music for the piano. We notice among the most recent the following: "Remembrance of Home"; "Happy Hours"; "St. Cloud"; "Sul Mare"; "Moon Behind the Trees"; "Moonlit Streams"; "I love in Thoughts to Listen"; "Leaf by Leaf the Roses Fall"; "Visions of the Dear Departed"; "From our Homes Loved Ones are Fading." Indeed any thing in the department of music can be found at No. 291 Washington street, Boston.

FREAKS ON THE FELS; or, Three Months Rustication. By R. M. Ballantyne. Boston: Crosby & Ainsworth.

Mr. Sudbury, *paterfamilias*, is a downright whole-soul Englishman, who believes all things possible, therefore whatever he undertakes, whether business or pleasure, it is with all his might. Mrs. Sudbury is the opposite, believes all things impossible, and therefore never moves except by compulsion. The young Sudburies are found at different points between these wide extremes. Their three months experience in Scotland is both grave and ludicrous, and will give the reader an hour's pleasant entertainment in the perusal.

A SPELLING BOOK FOR ADVANCED CLASSES. By W. T. Adams. Boston: Brewer & Tileston, publishers.

Here are about five thousand words, arranged in columns of thirty each, without regard to classification either by sounds or letters; so that the pupil, in order to spell the words correctly must be independently a good speller, without helps or prompts. This, we believe, is the true method with older scholars. Any one who can spell all the words here arranged need not fear any embarrassment in the written intercourse of common life.

MIND, MATTER, MONEY, BEAUTY.—Webster's Quarto Dictionary, as now published, is said to have cost more intellectual labor, more money in its "getting up," and to contain more matter, and a larger number of beautiful engravings, than any single volume ever before published for popular use in this or any other country. Bell & Daldy, the new publishers of Bohn's libraries, are to be the London publishers of this magnificent volume.

RESIDENT EDITORS' DEPARTMENT.

RESIDENT EDITORS' DEPARTMENT.

THE LONDON QUARTERLY AND NORTH BRITISH REVIEWS.—We have received from the re-publishers, Leonard Scott & Co., 38 Walker street, New York, the January numbers of the above Reviews.

These Reviews are the great crucibles into which all literature and history which make any permanent impression on the public mind must pass and there be fully tested, and everything worthy of being accepted as truth is placed in its proper position, while that which can be of no permanent benefit is rejected. Every reader desiring to improve by reading will be sure to peruse these Reviews. The fact that the *London Quarterly* has been published for more than sixty years is sufficient evidence of its popularity.

THE ATLANTIC MONTHLY.—The March number of this magazine, which, for excellence has no superior in the world, has been placed on our table. Its contents are such as will interest every class of readers. The success of the *Monthly* is just what might be expected when such publishers undertake so important an enterprise as giving character to the general literature of a great nation.

Subscription price, \$4.00. We will send *Atlantic* and *SCHOOLMASTER* for \$4.00.

WE call the special attention of teachers to the article on "English Composition," by "R. P. D." Those who find it difficult to interest pupils in writing compositions will be assisted by perusing carefully the suggestions made by the writer.

HARPER'S WEEKLY AND MONTHLY.—The March numbers have been received and they are full of interesting articles. As an illustrated paper, no weekly can compare with Harper's. They can be obtained at any news store in the country.

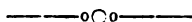
TEACHERS, do you have any difficulty in obtaining writing fluid which flows readily and makes your page look smooth? If you desire the very best article in market, call at Frank Gay's, 140 Westminster street.

"GRAMMAR."—In this article, on page 1 of this number, next to the last line, the word "opprobrious" should be spelled *opprobrious*, a mistake marked by the author in the proof, but overlooked by the printer in correcting.

He who brings ridicule to bear against truth finds in his hand a blade without a hilt—more likely to cut himself than anybody else.

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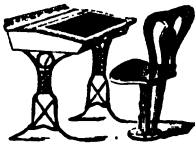
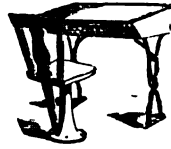
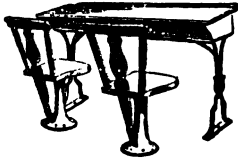
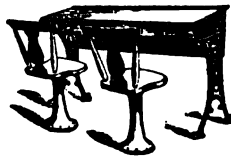
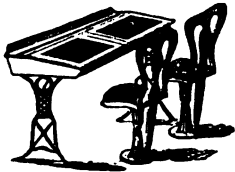
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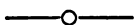
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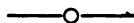
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
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
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VOLUME ELEVEN.

NUMBER FOUR.

GRAMMAR.

BESIDES suitable age, competent teachers in the rudiments, and *willing* and even anxious parents and friends, the scholar needs one or two other important helps to ensure his successful progress in acquiring a knowledge of his own native language; and these are, first, competent teachers who know themselves what they teach,—which is of course important in any study, but seems especially so in the case of Grammar,—and second, good text-books. I know that some teachers affect to be entirely indifferent about the latter, especially text-books in Grammar, believing in the superiority of the method of imparting knowledge by oral instruction alone, without confining themselves to the routine of text-books, as they say;—they would better say without the *aid* of text-books. I apprehend that such teachers have a somewhat conceited notion of their own knowledge of the subject and their superior faculty of imparting it to others, a state of mind which is always the outgrowth of ignorance and inexperience.

They seem to forget that success in oral instruction depends upon at least three equally important conditions, teachers thoroughly conversant with the subject and “apt to teach,” attentive and docile pupils, and retentive memories. The first of these we should strive to become, removing or avoiding every vestige or appearance of conceit or boastful pedantry; the second of course must be secured

under all circumstances ; but, unfortunately for the complete success of the system, all pupils are not endowed with that wonderful degree of memory, possessed only in rare instances, that will enable them to retain all, or nearly all, that is said to them, though it be sometimes said over and over again. Here, then, comes in the need of a *good* text-book, as a *help* to the scholar and teacher alike ; not indeed on which the *teacher* may depend,—for, as what is said above implies, the teacher should know all the text-book and a good deal more,—but which shall be a true and safe guide to the pupil, and a collateral help to both. The absolute dependence of the teacher on the text-book to conceal his own ignorance of the subject is always to be discountenanced. Now, all these assertions are corroborated by the experience of every good and faithful teacher. A good deal of oral instruction is necessary under all circumstances ; especially in Grammar. And provided, of course, it be of the right kind, clear and concise, accurate and logical, in due quantity, being neither too much nor too little at a time, it is, beyond comparison, superior to any other method ; but it needs the help of the good text-book, both as a saver of labor and time of teacher and pupil. Not that it may make the teacher's labor *easier*, but more efficient. A good teacher may indeed, with great labor and perseverance and much time, get up a good class containing some excellent scholars, with little or no dependence on the text-book ; on the other hand, a moderately good teacher with an unexceptionably good text-book might accomplish the same result with the same class in less time.

Nothing in these remarks is intended to convey the idea that the teacher may not go beyond or outside of the text-book, if in his judgment the interests of his class may seem to be advanced thereby. A really live teacher will hardly be satisfied without sometimes suggesting theories and methods of his own, or explaining and illustrating many things not fully explained in the books.

I have heard the opinion suggested that no teacher is fit to teach a book which he himself is not able to make. Whether that position is a true one or not, I will not here discuss ; my advice to the teacher is, be able if you can, and you will be the gainer by it.

Now in all that has been said, it will be seen that two things are especially essential to success in pursuing this study, good teachers and good books. But to this it may be added, by way of parenthesis, that good pupils also are indispensable,—good, well-disposed, docile,

hard-working, persevering pupils ; but as this article is intended for the benefit of fellow-teachers particularly, the pupils may be dismissed from further consideration till perhaps some future time.

But how stands the case ? Grammar is quite universally called a dry study. As a general thing scholars probably make less proficiency in this than in any other study ; while at the same time it is one of the most interesting and important in the whole catalogue of school studies ; and, in reality, one of the most easy acquirement. Then where are all the causes of this lamentable, or at least very unsatisfactory state of things ? It cannot be that they were all exposed in the previous article ; and I do not believe that scholars have a *natural* aversion to Grammar, as some pretend. The truth may as well be told first as last : Teachers in general are not up to the work ; and the Grammar books in general are ten times worse than the teachers. These are, I know, bold assertions ; but I believe them to be true. And I see no good reason why the truth should be withheld, especially since I proposed to myself in the beginning to point out the true causes as I believe them to exist. There is oftentimes the most consummate ignorance of the subject on the part of those who are called, or who call themselves, to teach. Many such have passed through the same sort of discipline (?) to which their own pupils are the unwilling victims. And in common schools, so far as my observation extends, male teachers are more apt to be deficient than females. As it is in Grammar, so in other branches of knowledge. It is no wonder that, as a class, teachers do not hold that high position in the estimation of the community to which their sacred and responsible office would entitle them. But there is a remedy for all this ; and it is to be found in *more work*. Teachers must work. They must work *in school, and they must work out of school*. Fellow-teachers, there is nothing but patient, vigorous, persevering work,—sometimes burning out the midnight oil,—that will elevate us to that intellectual standard, *and keep us there*, where we are competent to be the successful teachers of youth.

J. M. R.

[To BE CONTINUED.]

“WHEN in Madeira,” writes a traveller, “I set off one morning to reach the summit of a mountain, to gaze upon the distant scenes and enjoy the balmy air. I had a guide with me, and we had with

difficulty ascended some two thousand feet, when a thick mist was seen descending upon us, quite obscuring the face of the heavens. I thought I had no hope left but at once to retrace our steps or be lost; but as the cloud came nearer, and the darkness overshadowed me, my guide ran on before me, penetrating the mist and calling on me ever an anon, saying: "Press on, Master, press on, there's light beyond!" I did press on. In a few minutes the mist was passed, and I gazed upon a scene of transparent beauty. All was bright and cloudless above, and beneath was the almost level mist, concealing the world below me, and glistening in the rays of the sun like a field of untrodden snow. There was nothing, at that moment, between me and the heavens." O ye, over whom clouds are gathering or who have sat beneath the shadow, be not dismayed if they rise before you. *Press on, there is light beyond.*

THOUGHTS AS THEY OCCUR.

BY ONE WHO KEEPS HIS EYES AND EARS OPEN.

God has an amazing number of monitors and school-masters to stir up his creatures. For I take it for granted that, among other things, all the elements and insects that withstand our easy husbandry or horticulture are meant to keep us wide awake, enterprising and persevering! At any rate, he has posted difficulties at every step, which say as plainly as any anything that does not speak can say, "You shall have nothing here unless you work for it." And sometimes one is almost querulous. Last summer I planted a fine bed of *Tigridia* bulbs. I like the large and profuse blossoming habit which this Tiger-flower has. But soon I noticed that the stems dropped, and being pulled a little, were found to be cut off. Moles, blind to the beauty of my royal salvers, had eaten up the bulbs! What can you do with moles? Cats or terriers can't catch them. Traps under ground are a poor endeavor. This pest works nights when honest men sleep. A mole is a match for you! Yet here it is written by Nature plain as copperplate, "You can have tiger-flowers at the price of outwitting moles; it is a fair contest between you. Let's see

which will succeed." If they have nothing else to eat, some of them will go hungry this summer in this garden!

There are my roses, too! They keep me very busy. Yet a rose-bush is not exacting. It is hardy, vigorous, and generous to the least care. But what myriads of aphides load its young shoots! What slimy shoals of slugs feed on its foliage; what rose-bugs cut circles out of its leaves; what worms infest its buds! The price of roses is endless vermicular vigilance!

Would you have grapes? It is not enough that you plow, and enrich, and train, and hoe and prune. You must fight, too. There are colonies of enemies that mean to resist your possession.

Do you plant a plum-tree? A thousand curculios thank you, and take possession. It is in vain that you prepare the ground, graft the stock, transplant, prune and watch. These rascally winged school-masters buzz in your ears—"If you want these plums, you must do as much for their possession as we are willing to do."

The borer insidiously cuts into the quince and the apple at the trunk, while worms pasture on the leaves in spring, and other worms are hatched in the fruit; and so peach, apple, pear or plum are so many pulpits from which bugs and worms preach to man that care and vigilance are the price of fruit.

There is an appearance of waggery in Nature. Grass *will* grow in my flower-garden, where I do not want it. But on the lawn, where I do want it, clock, Canada thistle, dandelion, daisy, sorrell, plaintain, mullein, and a dozen weeds besides, perk up their heads, saying, "If you wish this ground more than we do, you can have it by taking more pains to keep us from growing than we do to grow." So, too, poppies are capricious of growth in beds where I plant them. But in the field-crops, where I will not have them, they volunteer with impertinent generosity.

One reason for the fondness which I confess to the *Ailanthus*—(aside from its beautiful trunk, its oriental, palm-like form)—is its freedom from enemies. But then its roots will send up suckers, and its seeds sprout innumerable all over the garden. Even the princely *Ailanthus* demands work as the price of enjoyment.

One is tempted to remove to the tropics, where Nature is so prodigal that she yields spontaneously the most gorgeous profusion of things fair and beautiful! Alas! even in the tropics, the air, the woods, the grass, the house and the field are full of things that gnaw

difficulty ascended some two thousand feet, when a thick mist was seen descending upon us, quite obscuring the face of the heavens. I thought I had no hope left but at once to retrace our steps or be lost; but as the cloud came nearer, and the darkness overshadowed me, my guide ran on before me, penetrating the mist and calling on me ever an anon, saying: "Press on, Master, press on, there's light beyond!" I did press on. In a few minutes the mist was passed, and I gazed upon a scene of transparent beauty. All was bright and cloudless above, and beneath was the almost level mist, concealing the world below me, and glistening in the rays of the sun like a field of untrodden snow. There was nothing, at that moment, between me and the heavens." O ye, over whom clouds are gathering or who have sat beneath the shadow, be not dismayed if they rise before you. *Press on, there is light beyond.*

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you, sting you, bite you; while the heat makes you languid, and all things drive you to laziness—a condition in which men become as indifferent to enjoyment as they are averse to labor. What shall we do?

The chickens eat my lettuce and melons, and I am tempted to kill the plagues; then cats and weazels kill the chickens, and I am mad again. Somebody shoots my cat, but won't touch rats or weazel! Is this great world a mighty engine of petty afflictions? Mites, mould and mice eat my cheese. Is there nothing created to eat these eaters? Where is the Destroyer of destructions? Where is the scourge of scourges? Where is the master that controls cares and gives ease?

His name is Death!—*New York Ledger.*

From the American Educational Monthly.

HOW SHALL WE TEACH GEOGRAPHY?

III. SPECIAL METHODS.

In considering this part of the question we shall confine our attention to the first, or perceptive phase, since, the right stand-point being taken and the right direction given to study, if the final end to be attained be kept in view, there can hardly be, in the subsequent investigation of the subject, any serious departure from the correct course.

It must be borne in mind that we have here to confine ourselves mainly to what the child can, with proper representations, discover for himself. So long as this idea is adhered to, we are in no danger of giving him what is beyond his comprehension. The only caution needed will be, not to go so much into detail as to diminish the prominence of the great characteristic features of the object studied. These must always be kept perfectly distinct.

Whatever appeals are made to the understanding must be exceedingly simple, the reasoning always being based on phenomena which the child has actually observed, and there must not be too many steps, or successive conclusions, between the premises and the final one.

We must be careful, also, to see that, whether in the study of the whole globe or the general view of the individual continents, due

prominence is given to such of the points considered, as are characteristic, and become, therefore, the cause of important conditions or phenomena to be afterward studied.

Keeping in mind the nature of the superstructure to be erected, we must so lay the foundation that each successive portion as it rises shall find its support already prepared; and when, at length, the great vault shall be spread, every pier, every pedestal, every column, and every arch, shall be found in its proper position, bearing its appointed share of weight, having its own appropriate decorations and receiving its just meed of honor.

We must first fix the child's attention on the form of the earth, and the distribution of the land-masses and oceans. In this, the globe is the subject of examination, the child being told, that, so far as our knowledge extends, it is an accurate representation of the earth. Henceforth it is to him as though he were examining the earth itself, and he proceeds to the pleasing task of interrogating it, until he has acquired whatever it is able to teach him of itself.

After having noticed and described its form, his attention is to be directed to the position of the lands, they being the fixed body around which the mobile portions arrange themselves. He is to notice the arrangement of the lands in two worlds, of unequal size, on opposite sides of the globe, the compact body of the Old World, and the elongated form of the New,—the massing of all the lands toward the North, and their divergence toward the South in three different bands,—and the consequent converse position and arrangement of the oceans. This is not to be merely a casual notice. The most careful attention is to be given to all these points, because on these forms and arrangements of the land-masses depend those great climatic phenomena which determine the conditions of life on the several continents, and which will, in subsequent study, demand his investigation. We thus furnish him the corner-stone for the temple he is beginning to rear. As these several facts are discovered by the pupil he must invariably be required to state them clearly, in his own language, the teacher only correcting such grammatical errors as he may commit, or supplying such new terms as will enable him to express his idea in a more clear and concise manner.

He next proceeds to notice the breaking, by the sea, of the three bands in which the lands are dispersed toward the South, and the consequent formation of six great masses, which he is told are called

continents ;—the smaller bodies, here and there, called islands,—parts of the continents nearly cut off from the main body, called peninsulas,—the three great divisions of the sea lying in basins among the continents, called oceans, &c.

This is to be continued until the pupil has discovered, and is able to describe the different divisions of land and water which appear on the globe, and, wherever it was possible, has found their counterparts in nature. Thus, by the intelligent use of his own eyes, that part of Geography which is usually committed to memory from his text-book, often amid sobs and tears, and which is almost immediately forgotten because, to him, unmeaning, has become an imperishable part of his mind ; and the descriptions, instead of being merely a burden on the memory, have been the means of enlarging his power of expressing ideas, and therefore of receiving them from others.

He is now ready to begin his study of the general conformation of the continents. In order to do this he needs the intelligent use of certain terms to express differences in the land-surface of the continents, and in the forms of their internal waters ; as mountain-range, plateau, plain, river, lake, etc.

Ideas of these are to be obtained by him by an examination of natural objects, if within reach ; or, if not accessible to him, good pictures of these several forms will suffice, and from them he will form his own definitions.

In entering upon the study of the continents, it will be necessary to transfer the pupil from the globe to the *physical* map. He has to be made acquainted with the conventional methods of representing the different varieties of land surface, and internal waters, which he has been studying, and he is ready to conduct his own study of a continent just as he previously did that of the globe.

As many different points will now require notice, it is indispensable that we endeavor to ascertain the logical order in which to present them, that is, the order of their successive dependence. To do this let us select any single point, as that of climate, and inquire by what it is influenced, and what does it control.

The most general influence bearing upon the climate of a continent is the position of the latter on the globe, by which it is exposed to more or less direct rays of the sun. Next is its contour,—determining the position in which the sea winds strike it,—and the position of its great lines of elevation, whether so as freely to admit these winds

or entirely to shut them out from the main body. The character of the surface also determines the form and distribution of the internal waters, and this in turn modifies the healthfulness of the climate in different portions. The study of these points then, properly, should precede that of the climate, in order that when it is taken up the child may not be obliged to remember the facts concerning it as mere isolated statements, but being led by a simple association of the phenomena with its cause, (the philosophic relation, in its full extent, cannot, of course, be given him,) he will have it stored in its proper niche, where it will always be found when demanded.

Again, on the soil and the climate depends the general character of the vegetation in different portions of the continent. On the vegetation depends the presence or absence of certain classes of animals which subsist on vegetation. On the presence in different parts of the continent of such plants or animals as are necessary to his subsistence, depends the existence of man, if in an uncivilized condition; and the differences in the surface, soil, climate, and the distribution of vegetation, animals, and minerals, in the different portions, will necessarily give rise to different industries, different social conditions, and different degrees of advancement in the civilized state; that is, to differences in regard to the possibility of the presence of great nationalities in different portions of the continent.

If evidence is needed in relation to the influence of physical conditions on the industrial pursuits, and distribution of population, we have only to look at our own country. In the north-east, the rough surface, the somewhat sterile soil, and the cold climate, make agriculture impracticable in the larger part of the country, while the abundant water-power, and the rich stores of coal and iron, make it the great workshop of the nation, and its fine harbors, capable of receiving and sheltering the ships of all nations, make it also our commercial depot, nearly all the manufacturing and the foreign commerce of the country being carried on by that little corner north of the Potomac.

Again, the level surface making cultivation easy, the fertile soil, and the warm and moist climate producing a luxuriant vegetation, make the great plains of the interior and the South the nation's farm and garden, from which, were its resources fully developed, supplies might be drawn capable, one might almost say, of feeding the world,

and, with the aid of the North-east, of clothing it. In these two regions are gathered almost the entire population of the country.

The great plateau of the Rocky Mountains, on the contrary, doomed in almost every part, by its saline soil, and its want of moisture, to hopeless sterility, is incapable of supporting a population, and must have remained uninhabited but for the rich mineral treasures embosomed within it. Its population, however numerous it may become, must be mainly confined to the single occupation of mining, and will be dependent for daily bread upon the East, or the fertile valleys beyond the Sierra Nevada, which enjoy all the moisture that but for this great barrier would have been dispersed over the whole.

[CONCLUDED NEXT MONTH.]

ENGLISH COMPOSITION.

IN a former paper we considered Composition in its logical aspects; in the present one, we shall consider it in its rhetorical.

A general plan for the discussion of a chosen theme having been formed, it is to be filled up with suitable assertions, amplifications and illustrations. The skeleton is to be clothed with muscles and proper integuments. These present themselves to us in the form of simple or of complex sentences. The unit of thought is not the single word, but the proposition; and the first requisite to good writing is ability to construct a good proposition. Imaginative power and vigor of expression are of secondary importance when compared with this. Indeed, they depend on this for their own full and proper effects. Lively imagery and forcible words appear to little advantage in ill constructed sentences. Without skill in framing propositions, there can be no "apples of gold in pictures of silver." Let the teacher then aim primarily at cultivating and developing this skill in the pupil. It may be very early trained, and may be possessed by children whose powers are not yet mature enough to perform the processes of logical division and definition, described in our former paper. By invariably hearing good sentences spoken in the family and in the school-room, and by reading well framed propositions in classical English authors, a child may be unconsciously trained to

make them himself. Direct instruction may then explain to him their structure, and impart to him the theory and the rules which control it.

Of course the words used in English Composition must be English words in present, reputable, and general use. Many a word in "Webster's Unabridged Dictionary" need never appear in the pupil's writing. If Shakspeare used only about 15,000 words, and Milton 8,000, he can have small use for a large proportion of the 114,000 which form the boast of our modern lexicography. The sentences used in English Composition must also obey the rules of English syntax. Grammatical blunders, whether small or great, must not occur. Neither unauthorized words nor unauthorized idioms should be admitted.

But a sentence may be ill constructed without actually violating any of the rules of grammar. Its elements may be so needlessly multiplied, or so awkwardly arranged as to prevent that unity of impression which a good sentence produces. Two or three subjects may contend for the preëminence which belongs of right to one. Modifying phrases and clauses may, by their position, obscure the prominence of the element which they modify. A long and ill adjusted parenthesis may dislocate and force asunder the compact joints of the chief predication. The sentence, like a badly packed and overloaded vehicle, may break down under the load of heterogeneous materials crowded into it. Or the proposition may trail along a lonely appended clause, which vigorous thought would have wrought into the structure of the principal clause, and careful writing would have rigorously denied its present situation. We have not space for illustrations of these faults. It would be strange if any teacher could not find some, if not all, of them exemplified in nearly every essay presented to him. No fault in composition is so common as lack of unity. No logical and rhetorical susceptibility is so hard to develop and to perfect as that which perceives this defect and prompts to its correction.

But though a sentence may be made up of good English words, grammatically used and logically arranged, it may lack precision. Here may be a word so vague or so equivocal as either to convey an obscure notion, or a false one. There may be such a multitude of words as to conceal the outline and propositions of the thought they should set forth. The idea may struggle in vain to reach the reader's

mind, through the voluminous folds of the apparel in which arrayed. Simplicity, directness, and exactness are qualities of expression which cannot be too earnestly sought.

Grammatical purity, unity of structure in sentences, and precision will secure perspicuity, the first requisite in good writing. If a writer must not only be always perspicuous; he must often be animated, and sometimes even elegant. The pupil must then, as he advances in rhetorical culture, be taught how to secure these qualities. He must be made to see that a word which suggests specific properties of an object and presents those features which distinguish it as an individual from others, is more lively, interesting, and impressive than one which denotes only a vague, inadequate notion. A profitable exercise may be found in the examination of a poem or imaginative discourse, with a view to discover the words, and to account for their effect. For instance, let the student see and explain the superiority of the line, "The swallow twitteth 'neath the straw-built shed," to "The bird singing under the out-building." Thus by example and by practice let him become sensible of the vivacity of unfigurative words. The newly acquired perception of the power of such proper terms will sometimes be the acquisition of a new sense.

The power of figures, however, at first more attracts the young. A juvenile writer can hardly be convinced that his essay will be without at least a comparison or two, to say nothing of metaphors and personifications. A teacher's wisdom will here show itself in a way of restraint rather than of impulse. He will have to wean the luxuriant growth rather than stimulate it; and he will have much no small success, if he have brought his scholars to be willing to sacrifice their most showy ornaments of style, and have taught them the study of the best models, that a style when least adorned is adorned the most.

This study of good models, not for the sake of close imitation of them, but of unconscious subjection to their inspiring, guiding, controlling influence, is really more valuable and important than the study and conscientious application of rules. The conversation at home and of school, the habitual reading of childhood and youth more to vitiate or to improve the style of expression than all the books and lectures on Rhetoric that are painfully learned. Let the mind be stored with facts and with words of beauty and of power, let

taste be developed by habitual communion with imagery that is graceful and elegant, let the ear be habituated to the rhythm of well constructed discourse, and the young writer will, as by an unerring and unreflecting instinct, put "proper words in their proper places," and thus realize the just ideal of a good style.

R. P. D.

THE QUEEN'S CHILDHOOD.

IN the second volume of the "Passages of a Working Life," the following little reminiscence of the year 1827, while Mr. Knight lived at Brompton, occurs :

"I delighted to walk in Kensington Gardens, sometimes on a holiday afternoon with my elder girls—more frequently in the early morning, on my way to town. Glancing, in the intervals of my present task of reviving old memories, at the work of a poet, who ought to be more widely known, I find these lines :

'Once as I strayed, a student happiest then,
What time the summer garniture was on,
Beneath the princely shades of Kensington
A girl I spied, whose years might number ten,
With full round eyes and fair soft English face.'

"In such a season when the sun was scarcely high enough to have dried up the dews of Kensington's green alleys, as I passed along the broad central walk, I saw a group on the lawn before the Palace, which to my mind was a vision of exquisite loveliness. The Duchess of Kent and her daughter, whose years then numbered nine, are breakfasting in the open air—a single page attending on them at a respectful distance, the matron looking on with eyes of love, while the fair soft English face is bright with smiles. The world of fashion is not yet astir. Clerks and mechanics passing onward to their occupations, are few ; and they exhibit nothing of that vulgar curiosity which I think is more commonly found in the class of the merely rich than in the ranks below them in the world's estimation. What a beautiful characteristic it seems to me of the training of this royal girl that she should not have been taught to shrink from the public eye, that she should enjoy the freedom and simplicity of a child's

nature—that she should not be restrained when she starts up from the breakfast table and runs to gather a flower in the adjoining pasture, that her merry laugh should be as fearless as the notes of thrushes round her. I passed on and blessed her; and thank God I have lived to see the golden fruits of such training.”

DISCOURAGING ATTEMPTS TO SING.

“JANE, what are you trying to sing, the tune sung by the old cow when she died? What a discord!” Jane stopped singing, dropped her head upon the desk, and the bitter tears ran down her cheeks. The rest of the scholars laughed at the remark, and then proceeded to sing the remaining verses of the song; but although its harmony was not as before broken by the discordant tones of Jane’s untutored voice, yet there was not the enjoyment usually experienced in this favorite exercise of the school, for a schoolmate’s feelings had been wounded, and there was a real sympathy with her distress, caused by the teacher’s thoughtless remark.

Seeing its effect, he was sorry for having spoken in such a manner but thought that it would be forgotten by the morrow. Forgotten all else might forget, but the remembrance of those words would always remain with Jane, to keep her, in future, from the vain attempt to sing. No, dearly as she had cherished the idea of becoming a singer, she would bury the desire, rather than subject herself to ridicule again. To her the fact that the teacher ridiculed her effort was evidence that she could never learn, and for the future she would be a sad and envious hearer when the school joined in singing, singing that God had not given her an ear capable of distinguishing musical sounds.

I have not, in this brief sketch, overdrawn the picture. From my own observation, I am led to believe that a very large number of boys and girls who have a real taste for music, and a longing to become singers, fail to do so just because their parents and teachers thoughtlessly discourage them by ridiculing their first efforts. Many teachers sacrifice the interests of such pupils to the harmony of the school choir, and, instead of pointing out pleasantly the difficulty and

striving to cultivate the ear, they seek the offenders and request them not to sing, or make some remark calculated to ridicule them into stopping; and in nine cases out of ten, sensitive scholars will abandon the effort to learn, considering themselves unable to acquire the art.

Teachers, is this right? Would you pursue a similar course with a scholar in penmanship? If he failed to see at once the peculiar curves of each letter and to execute them, would you ridicule his attempts? By no means. You know that the eye must be trained to notice all the peculiar turns and then the hand taught to execute them, and, however rude and laughable the first characters may be, you encourage the pupil and lead him step by step forward towards success. Is it less necessary to encourage attempts to sing? Few are born with a knowledge of music more than of penmanship. It is true that some catch musical sounds much quicker than others, and we say they are born to be singers, but this quickness of perception in the ear is not more remarkable than that in the eye of many penmen, and if there are no defects in voice, I cannot see why a dull ear may not be cultivated to appreciate distinctive tones in music as well as a stupid eye can be brought to distinguish the curves of the letters in his copy.

It is an indisputable fact that there is among the young an almost universal love of music, and an equally universal desire to sing, and, without saying anything of the advantages of music at this time, I desire to know how *nearly* universal it may be made. I would suggest that some teacher of music give, from experimental knowledge, his ideas of dull ears in music, and how large a proportion of such may be cultivated.

UNUS.

River Point, Feb. 28, 1865.

CAPRICES OF BEES.

It is a peculiarity of bees that they will suffer some men to handle them with impunity. Wildman was a man who seems to have had an unusual attraction for them, or command over them, as he termed it, though it is not easy to comprehend how a man could have command over four thousand or five thousand insects. On one occasion he paid a visit to Dr. Templeton, the then secretary of the society for

the encouragement of arts, to prove to him how completely bees submitted to his influence. He was brought through the city in a sedan-chair, and, it is to be presumed, into the doctor's room, for when he presented himself his head and face were covered with bees, and a huge cluster of them hung down like a beard from his chin. Notwithstanding this novel appendage, he conversed with the ladies and gentlemen who were present for a considerable time without disturbing the insects, and finally dismissed them to their hive without anybody being stung.

The fame of his performance having reached Lord Spencer, he invited him to Wimbledon to meet a large party of his friends. The countess had provided three stocks for the occasion. He first took one of the hives, and emptied the living occupants into his hat, to show that it was not necessary to destroy the bees in order to deprive them of their honey. He next presented himself with a colony hanging about his head and from his chin, and then stepping out of a window on to the lawn, where he had directed a table covered with a clean cloth to be placed, he put them back into the hive. He then made them come out again and swarm about in the air, after which he caused them to settle on the table, and from thence he took them up by handfuls, and poured them out of his hands as if they had no more feeling than pebbles, and finally concluded this portion of his entertainment by causing them to reënter their hive.

His lordship was too unwell to be present at these experiments, so, later in the afternoon, he was taken into his lordship's room with all three of the stocks hanging about him at one time, one on his head, one on his breast, and the other on his arm, from which places he afterwards transferred them to his head and face, so that he was quite blinded, and was led in this condition to the front of his lordship's window. He next requested that a horse might be brought round, which was done, the horse having been first well clothed to guard against accidents. First taking the bees out of his eyes that he might see what he was about, he mounted the horse with the bees hanging about him, and rode backwards and forwards repeatedly, until the company had seen enough of his performance, when he dismounted and placed the bees on the table, from whence he dismissed them to their respective hives.

It is worthy of remark that though there were a great many persons present on this, as on the previous occasion, yet nobody was

stung. It is really impossible to explain why they should favor one individual more than another, but they certainly do so ; it is related of a Duchess of Rutland, that a swarm followed her all the way from the country to a house in Berkeley Square, where they were hived. Accident has sometimes led to what Wildman did with design. A woman named Bennett, living near Birmingham, was beating a frying-pan with a key to keep the swarm from going away, when they all at once settled upon her head and shoulders. Luckily for her she was a woman of nerve, and, instead of making efforts to brush them off, which would have probably caused her to be stung to death, she kept quiet, notwithstanding an occasional sting from bees which had crawled underneath her clothes, and which were probably irritated from being unable to get out. When the evening came, they were hived in the usual way.—*All the Year Round.*

QUESTIONS FOR WRITTEN EXAMINATIONS.

GRAMMAR.

1. Name all the personal pronouns of the objective case. Name the compound personal pronouns of the singular number, and write sentences illustrating the use of each. Name those personal pronouns of double construction (adjective and substantive) and illustrate the use of each in sentences.
2. State in what respects the personal and relative pronouns differ. Write sentences using *who* of the second person, plural number; *that* of the singular number, second person; *whom* of the common gender; *which* of the objective case; *what* as the object both of a preposition and a verb.
3. Write the principal parts of ten irregular verbs, including the following: *sit, lie, and hang* (to take life.) Write the auxiliary verbs of the singular number, second person, present tense; also, those of the past tense, first person, singular number. Write five sentences, each to contain an intransitive verb.
4. Give all the forms of the verb *admire*, second person, singular number, present perfect tense; also the participles of the same, both active and passive. Verbs of the passive voice are how formed? Verbs of the progressive form are composed of what?
5. Correct the following in all respects:

the pilgrims landed on the shore of massachusetts december twenty-second sixteen hundred and twenty.

the name on the card was john jones m. d.

mr and mrs noble's complements to miss benton, and would be happy to see her this Evening at 8 o'clock.

david the sweet Singer of isreal says the heavens declair the glory of god and the fermament sheweth his handy work.

6. Write a short letter to your teacher, giving an account of the manner in which you spent your last vacation.

7. Write sentences incorporating the following phrases,—*long since, a few days ago, by and by, not yet, none at all, at length, in vain, by no means, a great deal, of course, in full.*

8. Analyze the following; and parse the words in italics.

Whatever I am, I tremble *to think what* I may be.

Charles was a man of learning, knowledge and benevolence; *and, what is still more,* a true Christian.

Take *nearly a tea-cup full.*

9. Write twenty lines on the Rebellion in the United States.

10. Write ten sentences containing grammatical errors, correct the same, and state the reasons for the change.

EDUCATIONAL INTELLIGENCE.

From the Massachusetts Teacher.

CASE OF N. T. ALLEN, OF WEST NEWTON,

Charged with Unreasonable Severity in the Punishment of a Pupil.

THIS case was tried on the 2d and 3d of March, before Judge Brigham, of the Superior Court, sitting in East Cambridge, on a prosecution for assault and battery upon Albion D. Emerson, a lad of fourteen years.

The facts proved by the witnesses were as follows: That on the morning of Wednesday, Nov. 30, 1864, Albion D. Emerson, in common with several other pupils, was tardy at school, and, according to the custom of the school, was required to remain in during recess, and commit to memory the hymn sung at the opening of the session. He disobeyed this order, went out at recess, and on being sent for came in, took his place with the other boys, and immediately whispered with the boy at his side. Mr. Allen, observing this, came up to him from across the room, and asked him whether he had whispered. On his denial, Mr. Allen appealed to the other boys, and finding that he had added falsehood to his other offenses, took him with his left hand by the loose clothes about his chest, and, after shaking him with sufficient force to show his disapprobation, laid him upon the floor, upon his *left* side, and not upon his "*right hip*," which was proved to be the seat of the disease; then, immediately touching him with his slippered foot, told him to rise.

One witness testified that the shaking was severe, knocking the boy against the settee, which stood close to a loose black-board, then throwing him upon the floor, and he *thought*, placing his foot upon him, but was not sure: whilst twelve or fifteen

other witnesses, including two girls, all members of the school, and present at the time, testified that there was nothing of the kind,—that the punishment was a moderate one, and made no impression upon them at all. It was also proved that immediately after Mr. Allen turned away, after the punishment, Albion turned to the lad next him and laughed and whispered again.

On the following day Albion attended school as usual, performed his accustomed duties, laughed when joked by the other boys about his punishment, and said "it did n't hurt him any"; was sent by one of the teachers, for a misdemeanor, to Mr. James T. Allen; was made to stand nearly an hour in front of the teachers' platform; played ball vigorously Thursday afternoon, ate and drank as usual, and made no complaint until Friday. Then, on his saying that he was in pain, he was sent home to Mr. Allen's house. On the following Sunday morning he was carried to his mother's house, 87 Springfield street, Boston. On Friday, Dec. 9, he died, of a disease pronounced by the physicians to be pyemia, the seat of the disease being the right hip.

After the examination of the witnesses in the case, a large number of gentlemen, some of whom had been for many years intimately acquainted with Mr. Allen, being called upon the stand, testified to the uniform excellence of his character, as a man and as a teacher, and especially to his eminent peaceableness, humanity, and kindness of heart.

This case was tried with care and patience, and with great ability; searchingly and sharply on the part of the attorney for the Commonwealth, who seemed to be determined to detect every particle of evidence to be found against the defendant, and to urge it vigorously upon the jury; and most satisfactorily by the defendant's counsel, in a spirit of confidence befitting so clear a case. Judge Brigham made a most temperate, but weighty and impressive charge to the jury, showing how profoundly he felt the importance and delicacy of the relations of teacher and pupil, how watchfully the rights of both should be guarded, and how sacredly they should be preserved.

The jury were not long in coming to a unanimous verdict of acquittal; and it was very pleasant and touching to see how eager they were, as soon as they had given it, to take Mr. Allen by the hand and assure him how heartily they rejoiced to acquit him of the very shadow of offence.

With every person who had previously known Mr. Allen, and who was present at this scrutinizing trial, he must henceforth stand even better and higher than before.

To a reader of the testimony given in this case, two questions will naturally suggest themselves: 1st. What was the real cause of the boy's death? And second, If this be the whole of the case, how came Mr. Allen to be prosecuted?

The first question is satisfactorily answered by the physicians' certificates; and Albion is known to have given the same account of the cause of his pain to two of the teachers and to other persons.

PHYSICIANS' CERTIFICATES.

I hereby certify that on the morning of Saturday, December 3, 1864, I was called to attend Albion D. Emerson, at the house of Mr. N. T. Allen. I found him suffering from an injury to the right hip, and on enquiry he informed me, that while playing ball Thursday afternoon, "I fell *sort of ungainly* upon my hip, and thought I felt something give way, but did not mind it much and went on playing ball." I then examined the hip and found a slight abrasion with some swelling.

West Newton, March 4, 1865.

GEO. F. ADAMS, M. D.

I hereby certify that on Sunday, the 4th day of December last, I visited Albion D. Emerson, at 87 Springfield street, in this city, whom I found suffering from pain in his right hip. On my asking him to what cause he ascribed his difficulty, he replied that he fell, (while playing ball,) striking his hip against a rock or stone used as a goal, and that he had been lame from that time. This account was given me in the presence of J. Harry Bradlee and the mother of the lad.

2 Dover street, March 3, 1865.

C. H. STEDMAN, M. D.

To the second question, an ample answer may readily be conjectured by any person who knows anything of the character of the complainants.

We who have long loved, valued, and respected Mr. Allen; who know what a precious thing to every good man is a spotless reputation; how swiftly a slander flies, and how readily a slight suspicion or misapprehension is sometimes exaggerated into a fearful charge; and who have had the opportunity and satisfaction of seeing the good name of our friend come untarnished from the fire kindled by malice,—are not willing to let this number of the *Teacher* depart, without assuring Mr. Allen's distant friends that there never was a day when his name was brighter or dearer to us than it is to-day.

GEORGE B. EMERSON,
JOHN D. PHILBRICK,
GEO. W. BRIGGS,
J. H. BROWN, M. D.,

HENRY BIGELOW, M. D.,
J. W. PLIMPTON,
WM. E. SHELDON,
DIO LEWIS, M. D.,

B. G. NORTHROP.

Boston, March 4, 1865.

We publish this statement of the trial, signed by the above-named persons, gladly, and append extracts of the able charge of Judge Brigham, which clearly defines the powers of the teacher and the relations he sustains to the pupils in the discipline of the school.

ABSTRACTS OF THE CHARGE.

Mr. Foreman and Gentlemen of the Jury :—The case to which you have listened is one of more than ordinary importance, and certainly one of great public interest, as has been indicated in the large attendance of persons and the attention with which they have apparently listened to the whole course of proceedings in the trial. It is an important case to the defendant—important as affecting his reputation; important as affecting his estate; for the material interests of a teacher are always more or less involved in his character or reputation. But there are no principles of law which, in respect to this case, will require you to do any other than your duty as in all criminal cases.

This defendant is accused of an assault and battery upon one Albion D. Emerson—an assault and battery. He is not accused of having caused the death of this person, although it appeared from the evidence that it was not many days after this occurrence that the boy died. The grand jury investigated this case before it came to you. It was their duty, under their oaths, if they found the defendant had caused the death of the boy by an unlawful act, to have so declared in the indictment. That they have not done so, relieves the defendant from any imputation in this case of having done any act which caused the boy's death. He is not called upon to meet any such charge. He is not called upon by this indictment to make any explanation of the cause of the death, nor is he permitted so to do, for he stands here charged with the simple act of having assaulted the boy; and with the

assault you are to concern yourselves; and with nothing beyond that, except so far as it tends to throw light upon the assault itself. He is charged with an assault and battery. The use of some degree of force upon the person of Emerson by the defendant is admitted, so that you have, gentlemen, no difficulty about that. That is disposed of. The defendant admits that he applied force on this occasion to the person of this boy. That this was done by the defendant in his character of a school-master, upon the person of Emerson when he bore to him the relation of a pupil, is admitted; therefore you have no difficulty about that fact. You come, then, to the question, What force may a school-teacher use upon the person of a pupil?

What force may a school-master lawfully use upon the person of a pupil? In the first place, gentlemen, there must be a reasonable and proper occasion for the use of force. Such occasion would be afforded whenever a pupil for a violation of a reasonable regulation of the school deserved punishment, or for withholding obedience to a reasonable requirement deserved coercion; and such occasion must be for the good of the pupil and the other scholars, not for the purpose of satisfying the irritated temper of the teacher or his personal dignity. For either of the purposes suggested as furnishing lawful occasion for punishment, a moderate castigation may be inflicted. There must be an occasion, gentlemen, which is reasonable in itself, which properly calls for the administration of punishment, for its effect upon the person to be punished, and for its effect upon the associates of the pupil to be punished. The reasonable and lawful occasion having arrived for punishment on the part of the teacher, how shall he punish him? The law says the mode and kind of the punishment must be reasonable. The degree and the severity of it must be reasonable, and both mode and degree of punishment must have reference to the occasion. The law prescribes no mode in which a school-master shall administer punishment to a pupil. In all cases it leaves to the jury the question of determining whether the mode of punishment was a reasonable one, just as it leaves to the jury to determine whether the degree or severity of punishment is reasonable,—whether such a degree and severity of punishment is called for when the occasion for punishment arises. Because, gentlemen, you will easily perceive that what would be an adequate and just punishment for one offence would be very excessive punishment for another. The occasion which calls for the punishment is thus to determine both what kind of punishment is to be administered and the degree of the punishment.

Now, by the light of these principles, gentlemen,—these rules controlling the powers and functions of the school-teacher in the management of his pupils,—you will regard the evidence. There is no function of a teacher's profession or occupation which is more delicate and responsible than that of punishing. For the purposes of education, the law gives to the teacher, to some extent, the powers of a parent, and he must punish as parents punish. When the law delegates to a person any other than the parent the power of administering corporal punishment to a child, apprentice, or servant, the law puts upon the person the duty of exercising it as a parent does, with a full sense of his responsibility and the moral duties and obligations connected with it.

There is another kind of evidence in this case, of which there has been a very large amount, and I must refer to that,—I mean that concerning the peaceable and humane character of the defendant. Every man who lives long enough to acquire a character is entitled to have the benefit of it when he is in peril. That is one of the blessings of character—that when a man finds himself surrounded by peril, by

accusation, if there is no other witness he may invoke, he may call upon those who have known his life. Whenever a criminal action is proved beyond any reasonable doubt, so that the minds of jurors cannot resist the conclusion that it has been done, then the evidence of character is vain. But when the testimony offered in support of an accusation comes from various contradictory sources; when the duty of determining the truth becomes delicate, embarrassing, complicated, and sometimes almost impossible; then the party accused has the right to say to the juror,—“While among all these uncertainties your minds are wavering, I throw into the scale for my benefit the life which I have lived among my neighbors and friends,—I throw that in for the purpose of raising the doubts which the mind of any man might reasonably entertain through confusion of testimony, imperfections of recollection, and contradiction.” When that is the case, gentlemen, then testimony of this character becomes pertinent and valuable. I do not say whether this case is one of that kind or not: that is for you to determine. He asks you to doubt whether, having such a character and such a life, it is likely that, upon an occasion like that which has been described in this trial, he would have done a cruel, malignant, or unlawful act. If the proper occasion comes, gentlemen, for the consideration of this testimony, I have no doubt you will give him the benefit of it. If the case is so clear that it is not necessary for you to consider it, then you will not give it any more regard. I am not aware, gentlemen, that I can give you any further assistance in this case.

Education cannot be promoted by a loose application of the law. Have no regard for parents' apprehensions. The parents of Massachusetts will be no more secure, no more comfortable while they are performing their business avocations and their children are at school, from any verdict which comes from any loose application of the law. If this case is proved; find the defendant guilty. If it is not proved, acquit him. Because, gentlemen, that is the only duty which you are called upon to perform in this or in any other criminal case.

The jury after consultation returned a verdict of *not* guilty. ●

PRESENTATION OF A PIANO-FORTE TO BRIDGHAM SCHOOL.

THE successful accomplishment of an undertaking which has been for some time in progress for the procuring of a piano-forte for the Bridgham Street School, was celebrated by appropriate exercises in the hall of the institution, on Tuesday afternoon, when a formal presentation of the instrument was made on behalf of the generous donors. The event excited no little interest, not only among those immediately connected with the school, but throughout the district and among the friends of education generally, as was evinced by the very large attendance of children, parents and committee men; and much pains were taken to have the exercises pass off with suitable spirit and *eclat*. There were numerous and pertinent addresses, and music of a very high order, both vocal and instrumental. Neither can we forbear a word in praise of the decorations of the hall, which were specially elaborate and appropriate.

Deacon William C. Snow, Chairman of the District Committee, presided. The newly purchased instrument—a concert piano, of powerful tone and largest compass, in rosewood case, furnished at cost (\$525) by Hallett, Davis, & Co., and manufactur-

ed expressly for this school—was on the platform, and its quality having been tested in presence of the audience by the most skillful players, was found to be eminently satisfactory. Mr. J. Erastus Lester tendered it to the school in the following address:

Gentlemen of the Committee, Teachers, Scholars and Friends:—It is no unpleasant task that I have to perform. Actuated by the pleasant memories of days passed in this school, cherishing the teachings of those, some of whom are still here guiding the steps of youth, filled with a lively interest in you all, both teachers and scholars, it were but pleasant again to testify my love for Bridgham School. I am here to speak for certain ladies and gentlemen, the donors, who have seen fit to testify their love for Bridgham School by making it this valuable gift. Whatever I may say will form no set speech, but will be only the promptings of the hour—the thoughts which the occasion may furnish. I have therefore to ask you to lay aside the weapons of the critics, and don the garb of friends laboring in a common cause. Let me speak first of the history of this enterprise. Many of us who came here upon examination days and other occasions, when the scholars were assembled singing, were impressed with the conviction that this hall ought to be graced by a piano, and we would counsel together as to the means of carrying out such a project; but, alas! it was a long ways between our counseling and the five or six hundred dollars which would be required to get the instrument. But there chanced to be here one morning a gentleman of large benevolence, whose hands and heart are in every good work—I need hardly name Dea. William J. King—and, upon hearing the scholars sing so sweetly, he said, I will head a subscription to buy a piano for this school with \$20. Immediately upon that friends flocked in in abundance. They gave most liberally, and in a short time the necessary funds were raised. But having the money, there was another task to purchase the instrument. I must mention that Messrs. Henry Baker & Son lent valuable aid to the committee in the selection of the instrument, which we have the pleasure of presenting to you to-day. We present it to you because of our interest not simply in you, but in the common school system. We know that the Republic demands educated men, and that the children of the poor as well as the rich must receive intellectual culture. Not only our country but society demands of us educated men and women, fitted to perform the various duties which fall upon us in life. Away with the narrow ideas that only the children of the rich are to be educated,—rather call in the poor and open the door to all. Let every child drink of the pure waters of knowledge. As necessary to the existence of our form of government is our common school system as the old prophet thought that of Rome was to the world:

"While stands the Coliseum Rome shall stand,
When falls the Coliseum Rome shall fall,
And when Rome falls—the world."

When we see our system of public education go to the ground, when we see the means of intellectual culture denied the people, and the people uneducated, then we shall see sink the bright prospects of our form of government.

And we know, too, that education includes something more than the "bread and butter" sciences, the obtaining of just education enough to get a living. It includes the cultivation and refinement of the higher powers of man. Taste is a sentiment of the soul, a quick perception of the beautiful and the sublime in nature and in art—and it is this taste that we would cultivate. We cannot grace the school-room with the master touches of Guido and Titian, or the "Zenobia" of Miss Hosmer. But we can do something. Now to the uncultivated, the daub of a sign painter is as interesting as a master stroke of Raphael, and the monotonous tones of Yankee Doodle has as much harmony as the concertos of Litz or Steibal.

Music is one of the fine arts, and is one of the most effective means of refining and cultivating the taste, and teaching the young mind to appreciate and admire the beautiful and grand in nature and in art. There is music and harmony throughout the world. There is music

"When comes still evening on, and twilight grey
Hath in her sober livery all things clad."

There is music when

"Morn, her rosy steps in the eastern clime,
Advancing, sows the earth in orient pearl."

There is music in the storm when the angry winds howl through the naked firs and our snow-clad hills; there is music in the gentle zephyr as it floats over the plain, wafting the fragrance of a thousand blossoms; there is music in old songs when it rolls its waves mountain high on the rocky shore. Yes, there is music in the world; for music is harmony, and harmony is Heaven's law.

Such has been the motives which have prompted the gentlemen to make you this gift, as an aid and a help to educate and refine your minds. Let the noblest music be taught the young and good, and only good will be the result.

Gentlemen of the District Committee:—To you we give this piano in charge, that it may be preserved and protected for this school, and it is our wish that it may be a help to you in perfecting the education of the children in this school.

And you, sir, Principal of the school, and your teachers laboring with him, please accept this gift for the school as a token that the donors appreciate your services and labors.

And you, my young friends, who are made to-day the happy recipients of this gift, we present it as a testimonial of their interest in your welfare and prosperity. Keep it and cherish it. Use it for good. Cultivate and refine your taste, and the donors, shall see that this gift has made you advance your studies, love your books more, respect your teachers more, and work harder, this shall be our reward.

Gen. Charles T. Robbins responded in behalf of the Committee of the District, expressing its gratitude in a very graceful and appropriate manner.

Addresses were also made by Mr. Francis B. Snow, Principal of the school, Dea. King, (who proposed to give twenty dollars towards the next piano which shall be placed in any of our public school rooms,) Rev. Mr. Leach, Prof. Greene, Chairman of the Committee on Music in the School Committee, Mr. Edwards, of Boston, and Deacon Snow.

Prof. Paul Bishop, of Boston, and Miss Adeline Windsor, of Providence, executed some very brilliant and difficult music upon the new piano, exhibiting its capabilities in a striking manner. Miss Windsor presided at the instrument during the afternoon and accompanied the singing of the scholars.

The following resolutions were passed by the school at the close of the exercises:

Resolved, That we tender our grateful thanks to Dea. King, and all the donors who have contributed in any way towards the procuring of this instrument, and Messrs. Henry Baker & Son, for their services in its selection.

Resolved, That we express our thanks to Mr. J. Erastus Lester, who has taken upon himself so large a portion of the labor of making arrangements for this celebration; and to Prof. Bishop, Miss Windsor, and all who have assisted in the exercises.—*Providence Journal*, March 28.

THE AMERICAN UNION SPEAKER. Containing standard and recent selection of Prose and Poetry for recitations and declamation in Schools, Academies and Colleges. With introductory remarks on Elocution, and explanatory notes. John D. Philbrick, Superintendent Public Schools of Boston. Published by Taggard & Thompson.

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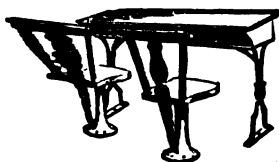
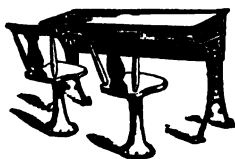
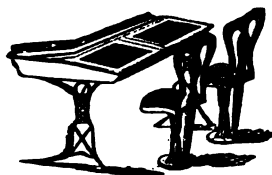
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THE NEXT STEP FORWARD.

THOSE persons who honestly believe that the abolition of separate schools for colored children means the utter ruin of our school-system, must tremble at the narrow escape which the system has just had at the hands of our Legislature. That one-half of our Legislators and a very large and increasing number of our most enlightened citizens, on whom it is impossible to fasten the charge of fanaticism, should be resolutely bent on a measure that seems to some to involve the destruction of one of our most valued institutions, is an ominous state of things. Surely an absurdity, enormous even to ridiculousness, lies somewhere,—either in the arguments and demands of the advocates of reform, or in the terrors and machinations of the opponents of change.

Even if the question were not a moral one, as it most conclusively is, involving on the one side justice, and on the other, a great wrong, we should yet not be destitute of the means of decision, if we considered what action is most in harmony with the great progressive tendencies of the Nation, in accordance with which it has advanced in civilization an infinitely greater distance during the last four years than in its whole previous history. If the negro were at this day a chattel, sold on auction-blocks in Charleston and New Orleans, and we at the North were still, as of old, politically subservient to the slave-lords of the South, questions concerning the rights of colored

citizens would be slow and difficult in finding expression, and would be thrust aside with the old scorn which has only just ceased to be connected with the name of abolitionist. But now that the North has waked from its base torpor, is waging successfully an exterminating war against slavery in the form of treason, and in South Carolina the negro is enlisted by the United States to fight against the obsolete oligarchy that once ruled the country and made a beast of him,—in this new world of moral revolution, questions of justice come to light and will not be put down, though prejudices founded on lingering remnants of respect for Charleston and New Orleans continue for awhile to utter their prophecies of woe.

It requires no special insight into the future to enable any one to see that Rhode Island is not always going to prate of superiority and inferiority of races, and that she will soon outgrow the puerile prejudices to which alone conservatism now appeals. In view of the admission of colored children into the common schools, as an inevitable event, whether, in the opinion of any persons, for good or for evil, a duty devolves on every teacher and on THE SCHOOLMASTER as the professed guide of the teacher in his relations to his school. We are sorry to have heard from one or two teachers expressions so petulant and contemptuous, that we were constrained to believe them more strongly pledged to make good their forebodings of evil, than to put forth sensible effort to present the question in the light of reason and truth. We believe, however, that the great majority of the teachers of the State are influenced by motives and governed by principles altogether too high to admit of their becoming panders to a prejudice which is of base parentage, and which is doomed to die away very speedily unless fostered by interested men.

At the present period of our history, the plain and honorable course, both for States and for individuals, is to obliterate with the utmost celerity all vestiges of the shame which lay on the nation during so many years of dishonor. Every citizen who witnessed the insidious efforts of the slave-power to acquire the dominion of the nation, and, by his silence, abetted this iniquity, has a duty to perform to himself as well as to the commonwealth, to step to the van of public opinion, in whose rear he has so long marched, and, if he has faced danger in no more formidable way, yet to encounter the little odium that still remains connected with reform, and fight against the prejudice which still clings to him after four years of purification. Is man always to subserve public opinion, and so be always an average

man, a mere inert atom of a mass,—or is his opinion itself an organic element of this larger public opinion, for whose influence he is inevitably responsible? There is a great exhilaration in taking the lead, which no manly ambition ignores. *Going to the front* is an inspiring phrase, and the deed is specially honorable. But we have a *front*, and a straggling rear, too, here in Rhode Island, and moral cowardice is disastrous here as well as physical cowardice in the actual field. Public sentiment cut loose from its base of supplies four years ago, and now that it has concluded to establish a new base in justice and the political equality of all men, it is very pitiful that the march should be delayed by the faint-hearted and the unbelieving.

Conceding that the admission of colored children into the public schools would produce a brief dissatisfaction among a small portion of the community,—and this is all that can be conceded,—can this dissatisfaction be for a moment set over against the complaints of a whole proscribed class, that has all civilization on its side? It is an awful thing to brand a man with inferiority; to say to him, "You and your children are not equal to us; even if you show patriotism, courage, virtue, genius, you will still forever hopelessly remain an inferior being." Yet we had better continue to say this to every colored man, than disturb the feelings of a small portion of the community!

But we hear that the patronage of a certain class of citizens is more important to the welfare of the schools than that of some other class. We are reminded that certain people's prejudices must be held sacred, while other people's prejudices may be neglected with a reasonable prospect of impunity. Proprietors of *private* schools, like salesmen in shops, have to resort to all sorts of complaisance to secure the patronage of those persons who make the largest bills and pay them the most readily. But we have yet to learn that it is for a public-school teacher to know anything whatever of *classes* of people, or that he has any right to regard the education of one child as more important than the education of any other child. *

The "colored question" will not be put to rest by the affirmation that the negroes are well enough educated in their own schools. Their eyes, being quite human, are dazzled by the "glittering generality,"—"All men are created free and equal." We rejoice that they are restless under their social proscription. We bid them be of good hope, for the signs are fair that Rhode Island will yet abolish the disgraceful feature of its school-system by which they are proclaimed unworthy of the privileges of other citizens.

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The last, the distribution of man in the social capacity of nations, constitutes that department of the subject called Political Geography, the one which is usually first presented to the pupil; in fact, the only one presented to any extent.

This, it must be conceded, cannot be *intelligently* studied. Knowledge has been acquired of the physical conformation, the climate, the resulting vegetable, and associated animal life; but the possibility of the presence of civilized states or nations on one part of the continent while they are absent from another. The facts concerning their distribution being given the pupil, he has no idea of these physical conditions which govern it, and cannot remember them, it is true, but they will be of little worth to him because he does not receive them intelligently, as the result of a study with which he is familiar, and the influence of which even he can discover if his attention be directed to them,—but they are simply isolated facts to be remembered, awakening no thought or stimulating no further study.

We have seen that this topic of political geography belongs properly to the analytical phase of the subject. It must, therefore, be very sparingly presented in the perceptive portion. Only the *prominent facts*, and such as are most *obviously* and *unmistakably* traceable to the great physical characteristics of the continent, should be presented; and even these must be given only *after* the physical

topics are thoroughly known, so that the pupil can himself trace the relation of the former to them.

In this study of the continents, accurate physical maps are *indispensable*, and, if possible, they should be entirely free from all lines or colors indicating arbitrary political divisions, as these can but mar the distinctness, and break the unity of the all-important physical features.

The child must be able to see only the divisions and limits which nature made, if he is to gain a correct idea of her work.

The first topic the child has already considered, in his examination of the globe, and it need simply be recalled. In the next three topics, which constitute the main work of this grade, the same general course is pursued as in studying the globe. That is, the child is to discover, by the use of his own eyes, what exists, and give correct expression to the facts which he discovers.

One very important addition is, however, to be made. The pupil must invariably construct maps of the country he is studying. When upon the contour, his map will show only the outline; when upon the surface, the mountains and other elevations must be added in their place; and when upon the internal waters, these must appear. In all these exercises the closest accuracy must be required.

There are several reasons why this drawing should be insisted on. First, it aids, by the closer and more minute observation required than is necessary to a simple description, to fix the physical features in the memory. Second, it affords a variety of exercise by means of which the attention can, without weariness, be kept on those all-important points for a greater length of time. Third, it cultivates a power of representation which will be invaluable to the pupil in future study; and lastly, at no after period in his life can he so easily acquire facility in this representation as now, and be so easily interested in the many little details which are necessary to accuracy. He takes delight in examining the minute peculiarities of contour and relative position; and what the older pupil would neglect as unimportant and wearily stupid, the child of nine years considers worthy of the greatest attention and the most prolonged effort.

In studying the internal waters and the succeeding points, the reason begins to be a little exercised in noticing the relations of the one to the other, and of all to the surface. Great care should be taken, however, to present only the most simple and obvious of these rela-

tions, such as the pupil of ordinary capacity cannot fail to comprehend. For instance, the child is thoroughly acquainted with the surface of North America. He knows of the great plateau in the western part of the United States, and of the high, unbroken wall of the Sierra Nevada, which borders it. He is told that the Pacific coasts and valleys have a fine warm climate while the upper part of this great wall is very cold. He sees by the rivers that on the side toward the sea there must be abundant rains, while the other side is almost destitute of water.

He has noticed many times in his mother's kitchen that vapor rises from water abundantly when it is warmed, and that when this vapor comes in contact with the cold window-pane it is at once changed into water. Now if he is told that winds are constantly blowing on this part of the continent from the warm Pacific, will he not, if that simple phenomena be recalled to his attention, at once see that the moisture which these winds bring from the ocean will be taken from them where they strike the cold Sierra Nevada, and will fall in abundant rains on the outer slope, while the inner receives little or none? Remembering, then, the position of the mountain wall, can he ever forget the peculiarities of climate? Again, he has learned by experience in his garden that plants require, in order to their growth, both warmth and moisture. Knowing these differences in climate, will he fail to remember the differences in vegetation which he himself will discover depend on that? He knows, also, that there are certain occupations, agriculture and grazing, which depend on the growth of plants. He will therefore be prepared to find that the one part is eminently fitted for these occupations, and the other either not at all so, or to a very limited extent. He thus gets his first insight, a very limited one, it is true, into the relations of the physical conformation of a region to its fitness to be the dwelling-place of man. We find, therefore, as before stated, the necessity that he should first be made thoroughly acquainted with these forms. If this is done, it will become impossible for him to forget the subsequent facts, which he sees to be so intimately dependent upon them.

We are aware that the ideas here advanced are diametrically opposed to the generally received notions as to the proper presentation of this subject to the young, and that if acted upon, they must produce an entire revolution in our methods of teaching Geography.

We trust it has been made evident to the reader that, if we an

to proceed on philosophic principles, the old plan of giving the pupil long lists of names, and collections of facts in regard to political geography, as his first work in this subject, must be set aside, and he must, in the outset, be introduced to the globe in its physical conformation and conditions.

Years of experience have convinced the writer that if the general plan here indicated be pursued, we shall no longer hear the complaint so often made by teachers, that the children do not learn their geography lessons; are not interested in them, and do not remember them.

The text-book, so often disliked and neglected by the pupil, will become (if properly arranged) but the summary of his own thoughts, a convenient memorandum of facts and relations, most of which he has himself discovered, to which he will always turn with interest and pleasure. The few details given in regard to such points as are beyond the range of his investigation, will, as he finds them in their relation to such points as he could investigate, confirming the justness of his own conclusions, be pursued with never-wearying delight.

When the general course here indicated has been pursued in each of the six continents, and a general view is had of the conformation of the oceans, the main work of the perceptive course is done. The child is now thoroughly prepared to enter upon the analytic course in which he is no longer confined mainly to the study of general forms, but the detailed modifications of these forms are carefully considered, and a great store of facts required in regard to the life of the vegetation, animals, man and nations associated with them, and he is constantly employing his reasoning powers to trace the relation of these facts to the physical conditions with which they are associated.

HOW TO INSTRUCT A WRITING CLASS.

[We commend the following mode of instructing a class in writing. It is taken from H. W. Ellsworth's *Guide to Penmanship*, which, by the by, should be in the hands of every teacher.—ED.]

"We now come to the most important part of our subject—how to instruct the pupils before us,—how to accomplish the *object* for which all our preparation has been made.

"Instruction should be of two kinds—General and Special.

"1st. *General Instruction* consists of all those general rules, principles and illustrations which can be imparted to the whole class : once, by the aid of the black-board, as effectually as to an individual. Herein lies the great power of the teacher to instruct large numbers for all the general features of the lesson can be imparted by this means to a whole school as effectually as to a dozen. This advantage can only be obtained when the whole class write the same copy at the same time. Hence the great importance of the plan. To give this instruction forcibly will require a little previous practice in writing with chalk upon the black-board, or reference to the "Black-board Chart of Letters," which is designed to serve the same purpose so far as the form and analysis of the letters is required. General instruction should, if possible, be given immediately after opening the book (Signal 5). It is well, however, to interrupt the class after writing a few moments, and direct attention to the important points of the copy, common errors, &c., as it is then most likely to be comprehended and assimilated by the pupils. Before beginning a new copy the whole, or most important part of it, should be written upon the black-board, and the attention of the entire class directed to it while you explain the lesson it is intended to convey, and analyze the new difficult letters, referring each to its proper class, principle and manner of formation, dwelling particularly upon its characteristic position and anticipating common errors in its formation; the whole interspersed with frequent interrogations reviewing previous instruction—

"2. *Special Instruction*. Yet there still remains a most important part of the teacher's task to perform—that of examining into the results of the general instruction, and administering that advice and assistance required in each individual case. In large schools or class-rooms assistants will be needed in this task, each having charge of a single section, whose duty it is to pass around to each pupil, as in the ordinary way, examine into his work, and at the same time illustrate and enforce the general instruction. But in doing this, system must be observed, or great labor may be lost. Many teachers are at as great a loss to know *how to teach* as their pupils are *how to write*, and the sight of such a teacher roving among listless pupils is a pitiful one indeed, but common to behold. In imparting special instruction you should, 1st. See that every pupil is writing in the *right place*, copy column, word, and if guide lines are ruled, on the *right lines*, space

&c. 2d. See that the *pen* is held correctly and the *writing position* of the body and fingers, &c., is maintained by each pupil. 3d. See that every pupil clearly comprehends *what is to be done*, and *how to do it* as directed. Experience will enable you to do all things at a glance, and administer the necessary instruction where needed.

"It will thus be apparent that no faithful, conscientious teacher, or assistant, will allow their attention to be diverted from the writing, or to be divided between teaching and other subjects, such as writing up records, gossiping, &c. Remember, '*As is the teacher, so will be the pupils.*'"

DOUBLE YOUR DILIGENCE.

"WHEREFORE! Why double your diligence at this time, any more than at any other time?"

Simply because "this time" is not like "any other time." "Desperate cases demand desperate remedies"; and the desperate remedy of WAR is now being applied in a most desperate manner to cure the most desperate disease with which our country has ever been afflicted. Every one knows or ought to know, the deleterious effects which war always produces upon the morals of any country in which it may be waged. It is still fresh in our minds, that the war with Mexico was accompanied by, and, for some time, followed with an alarming increase of crime all over the United States. If this was the result upon the morals of our country, superinduced by a war, carried on *beyond* our borders, to what an alarming, a truly frightful extent, must a war in our very midst—and the worst form of war, a civil war—increase the amount of crime, and deteriorate the morals of our whole land.

War arouses the dormant propensities of vulgar humanity, and places the intellectual and moral powers in abeyance. All war has ever had the same effect; *for excitement of every character spreads among those liable to it.* The present war will slay more people at home than on the field of battle. And it will be noticed that there will be a great and rapid increase in the number of the inmates of *alms-houses*, jails, houses of correction, and States-prisons. As it is generally known that these things are always the concomitants and results of war, all that is necessary is to call more especial attention to these intellectual and moral dangers. The great mass of the friends

of morals, of religion and its hand-maid, education, must be aroused, in these extraordinary times, to a corresponding extraordinary effort, to a doubling of their diligence; to mitigate these evil influences and effects, and stay and roll back the flood-tide of crime, pouring in torrents all over the land. If our adult population are in such imminent danger, in how much greater danger are our youth, of being drawn into the fearful vortex and swept away to everlasting ruin! The evil effects of this war will not cease with this generation.

The TEACHERS of our land are the especial guardians of our youth. They possess an almost unlimited power over their destinies. It is, therefore, to the teachers that we must look for efficient help in this hour of great need. If it is the teachers' peculiar work to attend to the moral training of those placed under their care, in ordinary times, how much more imperative becomes that duty in times like these.

Brethren of the profession, gird on your armor and be ye *men*! Put on your harness and promptly meet your responsibilities! Double your diligence; aye, if need be, treble it, quadruple it! This is a part of the great work to be done, to purify and exalt us as a Nation—to make us truly great and *Free*. It is *your* part of the work in our national redemption; and in performing it you are as justly entitled to the appellation patriots, as those who fight upon the battle-field—as those who pour out their hearts' blood in defence of the glorious old flag! Your work, like theirs, is a work of pure *patriotism*. In the final issue, more, perhaps, will depend upon you and your work than upon the army and its work.

While duty, interest, morality, patriotism, all call upon teachers to double their diligence in guarding our youth against the greater influence of crime, and to act as conservators in community, all friends of Education—consequently, of Christianity, Freedom, Republican institutions, of Humanity—are loudly, urgently called upon to double the diligence, and work for the same end. Ministers, parents, teachers, all in every station, should work *together*, not only to save our youth, but to guard society at all points, and in all conditions; of all ages, and of both sexes. The Church, the Sabbath School, the Day School, the Lecture-room, the Family circle, should all make extra exertions, under a full sense of what is demanded by the exigencies of the times.

This being admitted, the question arises, "Are all these parties fully aware of what is demanded of them; and are they making an intelligent, effective, necessary use of the means to accomplish the end?"

Teachers, be the case as it may with the other agencies, let it never be said that *we* either delayed or faltered, hesitated or vascillated, in doing *our* part in this important work. Our noble profession stands before the world as the embodiment of Patriotism. Let us ever keep our escutcheon bright and stainless! *Now* is the time to work.—*Iowa School Journal.*

GRAMMAR.

HAVING been obliged to close my last article rather abruptly, I will seize upon the first opportunity in this to present what may be said in defense of the teacher. That very great ignorance exists on the subject among teachers, as already asserted, no one will pretend to deny; and the remedy proposed will be found to be entirely efficacious; but, alas, there is one great obstacle, of a very practical nature, in the way of a successful application of it, and what may unquestionably be regarded as the prime cause of this state of things: The pecuniary compensation is far too inadequate to induce young men and young women to fit themselves for the work, or to enter upon it with any view to permanent occupation.

Nearly all the avenues of business, the more lucrative and—in the eyes of the world—more honorable professions offer to young men greater inducements, promise more sure and ample rewards; and if they enter upon teaching at all, they do so merely as a temporary employment for which they have no special fitness, and certainly without any interest in it, regarding it as merely a stepping-stone to something else. The wages of common day laborers now-a-days are more than those of most male teachers of common schools; and the miserable pittance allowed to female teachers in most schools is far less; and any advocate of cheap schools or cheap teachers should blush to say in defense of such a system, that women earn more in teaching than in any other employment. It makes very little difference with many people in many places what the qualifications of the teacher are;—the all-important consideration in their minds being that he shall *work cheap*. The following quotation from an old book is right to the point: “It has always been surprising to me, that people in general are more willing to pay their money for anything else than for ‘the one thing needful,’ that is, for the education of their

children. Their tailor must be a workman ; their carpenter, a workman ; their hair-dresser, a workman ; their hostler, a workman ; but the instructor of their children must *work cheap!*" The appropriations of some towns for the support of schools, as reported in the newspapers and committees' reports, is only the paltry sum of \$500 while it ought to be \$5,000, which is only ten times as much ; while the results accruing from the superior advantages afforded by a wise and judicious expenditure of the \$5,000 would be a thousand times greater than in the former case. This is no exaggeration. These towns can afford it. Indeed, they cannot afford not to do it. They can afford it far better than they can afford to license rum-shops and other nuisances, which both the letter and the spirit of all laws—that all laws—prohibit. The full force of the last assertion and especially the *meaning* of the parenthetical clause, we can hardly hope the present generation will duly understand or appreciate.

But, bad as this state of things is, it is far better than some years ago. Great progress has been made and is still going on.

There is every reason for encouragement. Men begin to realize more fully than ever before, as we are emerging from this civil twilight of which ignorance is the chief instrumental cause, that education is the only safeguard of our liberties ; a sentiment coëqual in importance with that immortal declaration of the "Father of his Country" "The price of liberty is eternal vigilance." Education is here understood in its broadest sense, including Christian, moral and intellectual education. As the people have grown more wise and magnanimous in these respects, the improvement among teachers has fully kept pace, and books also have been greatly improved. But the Grammar books have not been correspondingly improved. Now, since these things are so,—and who can dispute it?—is it to be wondered at that the study of the nature of Grammar especially should be so universally unappreciated ? The causes already explained are sufficient of themselves, as no intelligent person will pretend to deny, to produce just the results with which we are acquainted. But there is another already asserted, which I have placed myself under obligation to prove true.

If I seem to have said more than is necessary to refute the arguments of those—few, it is to be hoped,—who discard the use of text-books in certain studies, it may hereafter be seen that I have a double purpose in view ; and the second is to show, if text-books are so

ful, how important that they should be good ones, as well as how pernicious is their effect, when relied on by incompetent teachers, if they are bad ones. After having exonerated in some measure the teacher, we shall be obliged to throw the blame partly on the ignorance, pusillanimity and avarice of the people wherever it exists ; but mainly upon the books. Space would not permit—if I were able,—to lay down in the outset what I consider to be a model text-book ; and then to show wherein our books differ from that. It may be easier to tear down than to build up ; and I could justly hope to be able at least to upset some of the absurd theories and practices that have been insidiously working their way into the books, and worse, into the minds and teachings of many good scholars. We have text-books in the sciences which are almost perfect models in their way, as geometries, algebras, etc.,—I might except some arithmetics,—readers and spellers, philosophies, geographies, Greek and Latin grammars, and other text-books in the foreign languages, all, or nearly all, that could be desired. But the *English* grammars by the side of these present a sorry picture. Compare critically our English grammars in general with those model standard text-books, Schmitz' Latin Grammar, Andrews and Stoddard's Latin Grammar, and later and still better, Harkness' Latin Grammar, and then Crosby's and Kühner's and Hadley's Greek Grammars, and what a contrast ! Why should not our English grammars be as good as those of foreign languages ?

I propose to show in what English grammars in general are defective ; also, to show that there are other causes than the incompetency of authors. In entering upon a field of investigation or criticism so extensive, I shall be obliged to state some things in general terms, and some in particular ; and if I shall not deem it expedient, considering the limits of my space, to prove to the satisfaction of the reader some general statements, I trust that the arguments I shall adduce in particular cases will be found unanswerable. English grammars in general are illogical in general plan and treatment of the subject, superficial and deficient inasmuch as they do not present the whole truth on some important subjects, incorrect in classification, definitions and statement of principles, inconsistent and contradictory both with themselves and with each other ; and, as if this were not enough, they are presented to us in the cheapest and meanest form of mechanical execution ; and, to cap the climax of absurdities, if you should read Gould Brown's "Grammar of English Grammars," his examples

of false syntax,—of which that work of modest title is largely composed,—you would think authors of many English grammars might be sadly deficient in the *art*, if not in the *science* of Grammar. But this last, lest I should seem to be actuated by some lurking prejudices of which I profess myself to have been long since entirely divested, I do not assert. On this subject consult the work above-mentioned; I think you will find it richer and more complete on that than on any other subject, except perhaps prosody. In these two respects this book excels all others.

[TO BE CONTINUED.]

EDUCATIONAL INTELLIGENCE.

SUPERINTENDENT'S QUARTERLY REPORT.

OFFICE OF THE SUPERINTENDENT, PROVIDENCE, May 6, 1865 -

To the School Committee of the City of Providence :

GENTLEMEN:—It is fitting in this sad hour of our nation's grief to endeavor to trace out the origin of the dire calamities that have befallen us, and to ascertain what connection they may have had with a false or defective system of education.

At first view it has seemed impossible to account for a rebellion so causeless and of such fearful magnitude in an age so enlightened as the present—a rebellion unparalleled for fiendish atrocity in the darkest age of the world's history. Pagan Greece and Rome would have shrunk with horror from the savage barbarity that has characterized this treasonable warfare. But a more careful examination into the social and civil condition of the revolted States discloses the prime cause of all our woes. Slavery, the curse of man, has covered our nation in sack-cloth and filled our house with mourning.

It is this accursed institution that has blighted the fairest portion of our land. Its influence is seen and felt in every member of the body politic. It has changed and modified all the relations of life. It has degraded labor and established an indolent and pleasure-seeking aristocracy. It has divided society into distinct classes, separating them by almost impassable barriers, thus rendering universal and popular education wholly impracticable. In the training of the young, their moral nature has been almost entirely ignored, and the culture of the heart and conscience sadly neglected. By one class intellectual refinement and courtly etiquette have been regarded among the noblest virtues. The laws of chivalry have often been substituted for the laws of God, and the skillful use of the bowie-knife and the revolver has been a passport to the best society, and deemed the highest accomplishments of a gentleman.

A high moral and Christian culture are utterly impossible amid the abomination of slavery. It is but solemn mockery to attempt to inculcate moral precepts when

they are universally violated with impunity. How can children be taught to love their neighbors as themselves, when their neighbors' dearest rights are taken from them and trampled in the dust?

How can they be taught to do to others as they would that they should do to them, when those who teach these sacred truths hold others in cruel bondage, and treat them but little better than the brutes? How can they be made to understand and to feel that without purity, both in heart and in life, there can be no moral virtue whatever—when the violation of every social tie is ignored, and the vilest debaucheries, sanctioned by practice if not by law are constantly before their eyes?

Had the youth of the revolted States enjoyed the privileges of a wise and generous culture—had they been taught to fear God, to obey his laws, and to respect all the rights of man—had they been trained from early childhood to revere the eternal principles of righteousness, justice, and purity—had they been taught to believe that the wicked shall not go unpunished, but that sooner or later a righteous retribution awaits all evil doers—this most infernal rebellion would never have cursed our land.

Whilst we deplore the awful scourge that has been brought upon us by the institution of slavery, let us now rejoice that this blighting curse is forever removed.

May we not in this hour of our trial learn a lesson of wisdom which should lead us to examine more carefully and rigidly our own system of education; to ascertain whether there may not be incipient evils with which we are threatened. Does not the efficiency and excellence of our schools, in the estimation of many, depend more upon the extent and thoroughness of the pupils in the different branches of study than upon their pure and elevated character? and are we not in danger of giving too much prominence to intellectual culture to the neglect of moral?

If we would shield our youth against the evils with which they are surrounded, we must begin in early childhood. It is then truth makes the deepest and most indelible impression; before the poison of bad examples has been infused into the heart; before the understanding has been blinded by prejudice, perverted by false opinions or enslaved by skepticism. Unless this precious season is rightly improved, we cannot reasonably expect in manhood the mature fruits of patriotism and virtue.

It is to be feared that we are gradually becoming an irreligious people—that infidelity, skepticism and immorality are increasing on every side—that the elements of disorder, anarchy and ruin are gathering their forces for a fearful contest. Our only hope, our only safety, is in the redemptive power of education—moral, Christian, intellectual education—a perfect and harmonious development of the entire man. No narrow or partial culture will suffice. It must be as broad as man's sphere of duty. It must not only be a safeguard and shield against all temptations, but it must possess a vital power to control the passions and propensities of a fallen nature. It must embrace every known duty—social, civil and religious.

The present age is fraught with peculiar dangers. Many of the evils of war continue after the return of peace. A familiarity with the terrible scenes of the battle field and the debasing and demoralizing influence of camp life, have a tendency to blunt the moral sensibility of our youth by rendering less odious every species of wickedness. To guard against this, a new duty is imposed upon all who are entrusted with the nurture and care of the young. Parents, teachers and the friends of humanity should unite in persevering efforts to stay the new tide of evil which is threatening our land. All the means and agencies that a Divine Providence has placed in our hands, to invigorate the intellect and to quicken the sensibilities of the heart, should be employed. No higher duty can be conceived. No more responsible trust can men assume.

There is also danger from another source. Much of the popular and current literature of the day, which is being devoured by the young with great avidity, contains an insidious poison of impurity and infidelity. This is now vitiating the public taste, lowering the high tone of moral purity, and fast corrupting the nation's heart.

There is another class of publications which are being widely but stealthily circulated of the very vilest character; these have a debasing and demoralizing influence on the minds of the young which cannot be described. They are furnishing food and stimulants for the very worst passions, which are often excited into a whirlwind of fury that no human power can restrain. They are sowing broadcast the seeds of wickedness, which will as certainly as harvest follows seed-time in the natural world, produce a harvest of crime which we must sooner or later reap.

There have been no marked changes in the general character of our schools since my last report. Most of them are justly entitled to high commendation for the faithful manner in which both teachers and pupils have performed their work; and I wish I could add that there were no exceptions to be made; but I am compelled to say that for the lack of interest or skill, or from some other cause, there are schools that have not accomplished all that they ought.

So long as there are teachers who are often late, and who seem anxious to close their schools before the regular time, who appoint monitors for their classes while they write notes or visit other rooms, we shall be sure to find indifferent schools. In no sphere of duty are faithful labor and earnest effort more apparent than in the school-room. The inexperienced may sometimes be deceived, but the practiced eye can detect any defect or irregularity as readily as the skillful mechanic can discover the slightest friction in the most perfect machinery. Much valuable time is lost in the school by long and tedious attempts to explain what needs no explanation, and also by the introduction of many useless rules and regulations in school discipline. The fewer and more simple the rules, the better. And those schools are the best governed where children are taught mainly to govern themselves. And those are usually the best taught whose pupils are instructed to rely most upon their own powers.

The number of pupils registered the past term is somewhat smaller than usual. The principal cause of this diminution is the removal of Roman Catholic children to attend schools of their own denomination. The whole number admitted is 7332. In the High School there have been received 259; in the Grammar Schools, 1988; in the Intermediate, 1840; in the Primary, 3245.

All which is respectfully submitted.

DANIEL LEACH, *Supt. Public Schools.*

RESIDENT EDITORS' DEPARTMENT.

THE City Council at a late meeting increased the salary of the Superintendent of our city schools \$200, making the salary \$2,000. We are glad to know that our City Fathers are beginning to appreciate the labors of our worthy Superintendent. His efforts to make our schools an honor to the city have been untiring and constant, and we rejoice that his labors have been successful.

ABRAHAM LINCOLN.

THE weight of a heavy personal and national sorrow has suddenly been cast upon us by the death of ABRAHAM LINCOLN. From the heights of exultant and inexpressible joy we are cast down into the depths of an over-burdening and unspeakable grief. Tears and silence are more fitting than words in this the hour of our great sorrow. We come to our fellow-teachers with sympathizing and sorrowing words from sad hearts, because we have lost a noble friend, and in speaking to God and to you of our common loss our hearts are made to divide the burdens of the hour more equally and trustingly.

Mingled emotions possess our souls,—horror at the damning atrocity of the crime of assassination,—grief at the private and public calamity in the death of our loved President,—a just revenge that the actors of this awful tragedy may speedily meet the rewards due them. We are all kin brothers now by reason of our sorrow. The fatal bullet which pierced the brain and precious life of our Chief Magistrate, was aimed at us, too, with unerring precision, and, though not slain by the blow, our wounds cannot easily be assuaged. It is a brother's murder that the friends of liberty and humanity mourn.

" Besides, this Duncan
Hath borne, his faculties so meek hath been,
So clear in his great office, that his virtues
Will plead like angels, trumpet-tongued, against
The deep damnation of his taking-off;
And pity like a naked new-born babe,
Striding the blast or heaven's cherubim, hors'd
Upon the sightless couriers of the air,
Shall blow the horrid deed in every eye
That tears shall drown the wind."

" The king-becoming graces,
As justice, verity, temperance, staidness,
Bounty, perseverance, mercy, lowliness,
Devotion, patience, courage, fortitude,"

were strong in him whose death we mourn, but had no relish in the heart of him who accomplished this saddest act in all history.

Our President is the costliest offering we could lay on Liberty's altars, slain by the hand of Slavery itself,—Slavery, already made infamous and most vile by reason of treason and rebellion, and reeking with the warm, red blood of five hundred thousand victims. His body was slain but his name is immortal,

" One of the few
That were not born to die."

He lives, and will forever live, in the hearts of the loyal millions of America,—rich and poor, high and low, bond and free,—as the wise counsellor, the sagacious statesman, the national deliverer, the honest man, the humble Christian. He still lives to bless all nations with his more than kingly hopes and labors for human liberty. And when, as devout followers, American citizens hereafter seek the resurrection tombs of the saviours of our liberties, not at Jerusalem alone, but at Mount Vernon and at Springfield will they find the earnest of a redeemed people. Four millions of bondmen, made free by the act of our late President, will consecrate his name in their hearts for all coming generations, and twenty-five millions of white men will pronounce that name with benedictions, as their great Pilot through this fierce storm of civil war. Fortunate man! thus to have lived! Fortunate, thus to have died!

History has a bright page for ABRAHAM LINCOLN, for in his martyrdom Slavery signed its well-deserved death warrant, and Freedom received another name on the roll of its imperishable defenders.

QUESTIONS ON THE THEORY AND PRACTICE OF TEACHING.

HON. E. E. WHITE, State School Commissioner of Ohio, has written out a series of questions on the theory and practice of teaching which we think are highly important for teachers. Every teacher should make himself familiar with all matters appertaining to his profession. We give some of the questions:

" SCHOOL GROUNDS.

" What things should be considered in selecting a site for a school-house? Why should a school-house not be situated upon the public commons or in the street? What should be the size and shape of the play-grounds connected with a country school? How should the grounds back of the school-house be arranged and separated? Why is it desirable that the front yard be ornamented with shrubbery and flowers? What is the duty of teachers respecting the care of school grounds? How may the planting and preservation of shade trees be usually secured?

SCHOOL-HOUSES.

Draw a ground plan of a school-house for an ungraded school taught by a single teacher. Why should the ceiling of a school-house be higher than the ceiling of a dwelling-house? Why should the windows be so made that they may be easily lowered from the top? What is the best plan for ventilating school-rooms? Why is a teacher that neglects the ventilation of his school-room blamable?

SEATING AND CARE OF SCHOOL-ROOMS.

How would you arrange the seats of a school-room occupied both for study and recitation? What are the advantages and what the disadvantages of having the recitation seats near the teachers? What the advantages and what the disadvantages of having the school seated between the teacher and the class reciting? Is an untidy school-room more discreditable to the pupils than to the teacher? Why? What is your plan of securing the sweeping and dusting of your school-room? Why are scrapers and door-mats necessary to the health and comfort of a school? To what extent is the teacher responsible for the protection of the desks, walls, doors, etc., of a school-house from defacement and injury? If a school-house is defaced with obscene marks and writing, what is the duty of the teacher? Why should a school-room be made cheerful and pleasant?

* SCHOOL RECORDS.

What items should be daily recorded by the teacher in conducting a school? What is your plan of keeping a record of attendance? What measures do you resort to, to secure regularity of attendance? What record do you keep of tardiness? What do you do to prevent tardiness?

SCHOOL ORGANIZATION.

Why should the teacher enter upon the organization of his school with well-matured plans? What information would you seek in taking charge of a strange school? What temporary plan of seating would you adopt the first day? What general rules, if any, would you adopt to effect a temporary organization? Why is it bad policy for a teacher to lay down a system of rules the first day? What course would you take to ascertain the attainments of the different pupils before assigning them their studies or attempting to classify them? What is the advantage of having

as few classes as possible? What are some of the obstacles that prevent a close and systematic classification of our country schools? How may some of these obstacles be overcome? How far should a teacher be guided by the wishes of parents in assigning new studies to pupils? What is the disadvantage of having more than one series of text-books used in the same branch of study? What is your plan for calling out and dismissing your classes? Why is a definite and simple plan important? How many hours should a school be in session each day? Why should the younger scholars be confined less than the older scholars? What plan would you adopt to secure this result? What do you think of the plan of giving a short recess at the close of each hour?

ORDER OF DAILY EXERCISES.

What are the advantages of a programme of daily exercises in which a definite amount of time for each exercise is allowed? What are some of the difficulties encountered in arranging such a programme for an ungraded school? Why is it better to divide the school into three or more *grades*, and arrange the programme for each grade? What is the advantage of a study-table, in which the work of the pupils at their desks is mapped out and directed? What is your plan of regulating the work of each pupil at his desk? What should be made the opening exercises of a school? What is your plan of conducting such devotional exercises? What lessons and exercises, in addition to the book-lessons of the scholars, should receive attention? What attention should be given to vocal music? How should music be taught to children? How would you provide for oral instruction, slate exercises, etc., in your daily programme? What is the advantage of giving the younger pupils frequent recesses?

RECITATIONS.

Why should the teacher make special preparation for conducting each recitation? What should such special preparation include? Why should it include the *method* of conducting the recitation? To what extent should the teacher use a text-book in hearing a lesson? Why should his knowledge go beyond the text-book used by his class? Why should the teacher avoid a formal routine in conducting recitations? What directions can you give respecting the assigning of lessons? To what extent should the pupil be assisted in the preparation of his lessons?

What are the principal objects of a recitation? Why should the recitation thoroughly test the study of the pupil? Why should the pupil, as a general rule, not be told what he can be lead to find out for himself? What is the difference between teaching and talking? What, in your opinion, are the more common faults of teachers in conducting recitations?

Why should the teacher not confine himself to the printed questions of the author? What do you understand by "leading questions," and why are they objectionable? Why should questions that can be answered by yes or no be avoided? Why is the practice of assisting pupils in the answering of questions by "hints" and otherwise, objectionable?

What are some of the characteristics of a satisfactory answer to a question? Why should the teacher reject partial answers? Why should every answer be expressed in good language? Why should *mumbling* be broken up?

What are the advantages and what the disadvantages of conducting recitations by *topics*? In what studies and with what class of pupils is this method most successful? What do you regard as an abuse of the topic method?

QUESTIONS FOR WRITTEN EXAMINATIONS.

GRAMMAR.

(Four Credits for each Number.)

EXERCISE I.—1. What is a noun? 2. Name all the classes of nouns, and give two examples under each. 3. Name the properties belonging to nouns. 4. What is meant by the property of a noun? 5. What do you mean by saying, "nouns have three persons"? 6. Write sentences illustrating the use of nouns of each person, underlining those to which you would direct the examiner's attention. 7. Write the names of ten invisible existences. 8. What do you mean by saying, "nouns have three cases"? 9. Nouns vary in form to denote how many of the cases? 10. What is the declension of a noun? 11. Decline *man-servant*. 12. Use in sentences the following nouns of the plural number, possessive case: *eagle, child, son-in-law, sheep, chimney*. 13. Write the rules for forming the possessive case of nouns. 14. What is gender? 15. What do you mean by saying nouns have three genders? 16. How many sexes are there? 17. What are the verbal methods of distinguishing the sexes? 18. When are collective nouns of the neuter gender? 19. Use three such nouns in sentences. 20. Give the rules for forming the plural of nouns. 21. Name ten nouns that do not vary in form to denote a change in number. 22. State the general construction of nouns in the nominative. 23. State the general construction of nouns in the objective. 24. Use the following nouns in apposition: James Y. Smith, orator, traitor, assassin, friend. 25. Write nouns opposed in gender to the following: niece, nun, sultan, lady, lord, earl, administrator, belle, duke, widow. Change the number of the following nouns: cupful, lily, nebula, foci, datum, radius, magi, knight-templar, banditti, chrysalis.

EXERCISE II.—1. What is an adjective? 2. Mention all the classes of adjectives. 3. Write ten sentences including adjectives of each class, underlining them. 4. What is comparison of adjectives? 5. What do you mean by saying there are three degrees of comparison? 6. What adjectives have these degrees of comparison? 7. What adjectives can not be compared? 8. Write five sentences containing adjectives whose qualities are invariable. 9. Give the rules for expressing the comparative and superlative degrees, and make such other statements as will cover the subject of comparison. 10. Write five sentences containing adjectives which are defective in their comparison. 11. When is the comparative degree used? 12. What word or phrase is generally added to the adjective of the comparative degree when the comparison is intensified? 13. Write five sentences containing such additions to the adjective. 14. What words are frequently added to the positive degree to intensify it? 15. Give five such illustrations. 16. When is the superlative degree used? 17. Does an adjective of the superlative degree necessarily express the highest degree of quality? 18. What is the difference between a proper and a qualifying adjective? 19. Between a limiting and a participial adjective? 20. What may adjectives limit? 21. Compare the following: ill, little, low, vivid, sad, serene. 22. Write sentences including the comparative of the above adjectives. 23. Write eight adjectives of irregular comparison. 24. What is a pronominal adjective? 25. Of what use are adjectives?

QUESTIONS FOR WRITTEN EXAMINATIONS.

UNITED STATES HISTORY.—Fourth Period.

1. Name the causes of the Revolution.
2. State where and when battles were fought, surrenders or evacuations made.
3. Give an account of the taxing of the colonies.
4. Name fifteen prominent American officers. Name ten leading British officers.
5. Give an account of the issue of bills of credit, their depreciation and the cause. Give the names of the Committee appointed to draft the articles of Independence.
6. Name all the facts connected with the invasion and surrender of Gen. Burgoyne's army, but do not extend them.
7. Give a brief account of Arnold's treachery. Name the principal events of 1775.
8. Give an account of the depredations of Arnold in Virginia.
9. Give an account of the appointment of the Commander-in-Chief of the American forces, and mention all the important events connected with his campaigns.
10. Give an outline of General Greene's campaigns in the South.

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
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THE
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VOLUME ELEVEN.

NUMBER SIX.

INFLUENCE OF PAGANISM AND CHRISTIANITY ON ART.

The Valedictory Essay of the Providence High School Exhibition, May 3d, 1865,

BY MISS CLARA T. CHILDS.

THERE are longings and aspirations of the human soul that the cold realities of this practical world are far from satisfying. Incapable of creating, and unaided by the light of Revelation, it deifies the aspects and harmonies of nature, filling them with the spirit of life. Thus, from the midst of the fair land of Greece, so romantically situated, so bountifully favored by nature with beauty and picturesqueness, there sprung up a mythology, the most light, airy, and beautiful in its forms that the fantasy and credulity of the people could furnish. In these "bubbles and rainbows of human fancy, rising so aimless and buoyant with a mere freshness of animal life against a black back-ground of utter and hopeless ignorance as to man's past or future," the artist has found a bountiful field upon which to display his powers. The country, the belief, would seem to furnish a world of thought in which the poet or the artist might revel amid its greatest pleasures. We find it so. The poet sings the deeds of the gods and goddesses, while by the chisel of the sculptor or the brush of the painter they have been immortalized. Venus de Medici, that "statue that enchants the world," still stands untouched by time, with its form of wondrous beauty, remaining an imperishable monument to the

genius of Cleomener, the Athenian. Apollo, "lord of the unerring bow," his countenance illumined by a consciousness of triumphant power, is seen exulting in his victory over the serpent Python. The aged Laocoön still strives in vain to free himself and sons from the "coiling strain and gripe and deepening of the dragon's grasp," while the terrified mother, who brought down upon herself and offspring the vengeance of the gods, clasps in her arms her expiring children, raising in vain her imploring eyes to the heavens for mercy.

" To stone the gods have changed her, but in vain —
The sculptor's art has made her breathe again,"

and Niobe, the unhappy parent, lives. The name of Phidias comes down to us in connection with the famed Minerva of the Parthenon, so beautiful and dignified in her regal wisdom, and with the great Olympian Jupiter, whose mandates were once held supreme. These are but a few of the great subjects which the fruitful mythology of the ancients furnish to art, as materials upon which to develop its heaven-born energies. The walls of the lordly Vatican at Rome, of the majestic Dome at Florence, contain numberless specimens of ancient beauty and genius, numberless works of delicate grace and massive grandeur. The cold statues of marble, the bright glowing canvas gratify to the utmost the love of the beautiful. The eye lingers upon the forms of faultless shape and beauty, the colors of inimitable shade and arrangement, worshipping in silent admiration this great triumph of the skill and genius of mankind. Yet no higher sentiment is awakened, to no nobler part of our being do these works of ancient art appeal. The eye is fixed, as by some mighty spell, at their loveliness and beauty, the senses are gratified. This is all.

Farther north, among the wilds of Scandinavia, Iceland, in the vast solitudes around him, Nature spoke to the poet in terms in unison with the wild beatings of his heart. "From the midnight gloom of groves, the deep-voiced pines answered the deeper-voiced and neighboring sea. Yet to his ear these were not the voices of dead but of living things. Demons rode the ocean like a weary steed, and the gigantic pines flapped their sounding wings to smite the spirit of the storms." We find not here the graceful lightness of the Grecian paganism, but a simple, brave, heavy rusticity. The elements of the belief contain a massiveness, a grandeur and a beauty deserving a better commemoration than they have received. Yet the artist seems

to have shrunk from the task in dismay, for 'tis only in the Eddas that we learn of the giant gods and goddesses. It is only in the vivid pictures of the Skalds and Lagas, that we see arise before us the massive walls of the great Talhalla. It is only from their lays that we learn of the great and powerful Odin; that we hear the mighty voice of Thor, the Thunderer; the lonely tread of Heinedall, the Watchman, slowly pacing the bounds of Heaven, or see the flashes of the armor of the Talkquiore, the "Choosers of the Slain." Why has Art looked so coldly upon this belief, we ask. The whole mythology seems full of incident, picturesqueness and beauty, most striking in its impersonations of the visible workings of physical nature, utterly devoid of that sensuous imagery of the Greeks, while in all the legends can be traced the workings of rare and mighty thought, not meriting the neglect it has received.

The years roll on and a change ensues. The mind of man arises from the gloom and darkness in which it was so deeply plunged. The glorious, transcendent light of revelation shed its hallowing beams over the world, and the soul finds a fit object for its aspirations, an omnipresent God, a Saviour, and Redeemer. Upon the dark and gloomy walls of the Catacombs we see drawn, in rude, ungarnished figures, the first symbolic pictures of Christianity. It was within these subterranean chapels and tombs that the first Christian artists drew their primitive sketches, which must ever be interesting as the expressive symbols of adherence to their religious faith in defiance of the most cruel oppressions and persecutions. Finally Art spreads its wings, and, soaring from out the loathsome dungeons, exhibits a purity, simplicity and grandeur typical of its future destiny. On the frescoes in the paintings of the Sacred Churches are seen the four Evangelists, the twelve Apostles still enthroned as depositaries of the Divine Truth. Far up above the long, winding aisles they seem to bend, with their white robes draped around their forms, with looks of graciousness and love. Beside them, side by side, we see the Fathers and Confessors of the Church, the palm-sceptered martyrs, glorified and humble penitents and virgin patronesses. With devout, tender and melancholy expression, the Christian artist has portrayed the sweet Saint Cecilia, patroness of song and music, of which the subject of the refrain we may readily conceive to be, "Thy will, O Lord, not mine, be done." Another face gleams forth before us in calm and trusting simplicity. It is the countenance of the fair and young St. Agnes.

In swift review the various eras of her experience flit before us. We see her bearing, with all meekness, persecutions, threatenings and even death for the sake of her unfaltering love for Christ, still always remaining faithful unto the end. Full of religious fervor is portrayed the life of another saint, Elizabeth of Hungary, that sad life, so full of spiritual peace, quiet and joy, so replete with outward agony and suffering. She appears now ministering to the sick and helpless, to the leper boy, to the diseased beggar; now seen holding to her husband's view the folds of her robe containing three red and white roses so miraculously produced. Here was a life of holiness.

Other forms shine out from beneath the hands of the earnest, grave old masters transcending all the others in their glory. They are those of the Virgin Mother and her Divine Son. In all their different phases we find them delineated in their holy lives while upon this earth, presenting for us eternal examples of Divine mercy and goodness.

Slowly the different forms and features pass, a saddening train, before our imaginations. More slowly yet they go. What see we as they glide before us? In Grecian art we see the personification of beauty the chief and almost exclusive object, a ruling passion, the object of their religious idolatry, an end to which everything else was sacrificed. In Italian, Christian art-beauty is a subordinate element; let one who doubts gaze upon the wan, attenuated forms and features of the pious monks and hermits, or the faces of those holy saints and martyrs, so full of intense pain and suffering, so devoid of external beauty. Grecian works are utterly without spiritual aspiration or life, they exhibit passionless perfection and repose, while in the other is seen the existence and workings of a soul. "It is the apotheosis of the moral sentiments colored by the passions and sufferings of the times." Look upon a Venus, the ancient goddess of love and beauty, then upon a Madonna, in whom the "gladness of accomplished promises and sorrow of the sword-pierced heart are gathered into one human lamp of ineffable love." Look upon a Jupiter, the supreme deity of the Grecian nation, then upon our Ecce Homo, with its heaven-turned glances of forgiveness and love from beneath the pressing crown of thorns, and say as your feelings change, as they must change, which furnishes the best, the holiest subject for art. We feel as we gaze that "no mass nor might, nor beauty of execution can outweigh one grain or fragment of pure reverential thought."

teaches me deep or holy lesson, never touches with its to devotion. With Christian art the heart is depths, the soul is moved with strong, irresistible forces, while the purest, noblest and holiest feelings are ours. As we gaze, our hearts are in Heaven with heavenly forms portrayed before us. It stands majestic and holiness, a sacred art, a holy of holies, sounding tones to the listening multitudes, like the voices of prophets. Its voice will still go on through countenances, onward still and onward, teaching them the truth of Divinity that it has taught us. Our hearts truly thank that great artist who says of Christian art, "This is the painting for Eternity!"

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For the Constitutional Amendment Abolishing Slavery in the United States.

BY JOHN G. WHITTIER.

Bar of gun
And down.
Click and reel,
Peal and peal,
On to town!

Angels tell
Of crime.
All may hear,
Ring ear
To!

On that peal,
Ground,
What are we,
Glory see,
Hear the sound!

Abroad;
Has spoken;
His thunder
er,
Is are broken!

Ring song,
The sea;
Shout down;
Dark and drown;
Riously!

Did we dare
In our agony of prayer
Ask for more than He has done?
When was ever His right hand
Over any time or land
Stretched as now beneath the sun!

How they pale,
Ancient myth, and song, and tale,
In this wonder of our days,
When the cruel rod of war
Blossoms white with righteous law,
And the wrath of man is praise!

Blotted out!
All within and all about
Shall a fresher life begin:
Freer breathe the universe
As it rolls its heavy curse
On the dead and buried sin!

It is done!
In the circuit of the sun
Shall the sound thereof go forth,
It shall bid the sad rejoice,
It shall give the dumb a voice,
It shall belt with joy the earth!

Ring and swing
Bells of joy! on morning's wing
Send the song of praise abroad;
With a sound of broken chains
Tell the nation that He reigns,
Who alone is Lord and God!

From the Illinois Teacher.

HISTORY IN SCHOOLS.*

HISTORY is full of its lessons. "The thing that hath been, it is that which shall be; and that which is done is that which shall be done; and there is no new thing under the sun." A most accomplished writer of history declares that the record of the past, however completely mastered, can be comprehended by him only who studies it in the light of the present. This course marks the true historian, and distinguishes him from the mere antiquarian. So, too, the present is understood only as it is viewed in the light of the past. Men and nations pass away; principles live ever. Like causes produce like results. The actors and the stage may be changed, but the drama, be it tragedy or comedy, is ever repeated. Take a story of old Greece or Rome, change the names of men and places, and how wonderfully is it like a story of modern time!

The first lesson, then, that we learn from history is that it is both external and internal,—it has a body and a spirit. The outward manifestations—its wars, its dynasties, its architecture, its engineering—are its body. They are only the expression of its thought, its spirit. It is a mistake, then, when the pen of the historian, or the mind of his reader, has these things for its only or chief subject. Has not this mistake been frequently—yes, generally—made? How often, and how truly, is it said that History tells only of kings and their wars! It seems to me that Gibbon had a very low estimate of his profession, when he wrote of the reign of Antoninus Pius that "It is marked by the rare advantage of furnishing few materials for history; which is, indeed, little more than a record of the crimes, follies and misfortunes of mankind."

As the soul is more valuable than the body,—which is, or ought to be, only its expression or instrument,—so the great economical, social, political and religious opinions and questions which have possessed and agitated the minds of men at any point are more important, can we but grasp them, than the actions or institutions which they produced. They do not, however, lie upon the surface,—they are less

* An Essay, by Prof. E. C. Hewett. Read before the Illinois State Teachers' Association, at Monmouth, December 29th, 1864. Published by request of the Association.

tangible; indeed, it will often happen that we can learn nothing of them except through their outward manifestation. The oak is the expression of subtle forces which are working all about us night and day, how mightily, and yet how silently! Still, to study the laws and philosophy of vegetable growth is a deeper and nobler pursuit than mere "botanizing". And, if we should fortunately become familiar with one of those subtle principles, it will help us to explain, and remember, more facts than we can learn in a whole summer.

I think history also teaches that honesty, justice, patriotism, philanthropy, truth,—in short, what we call the right,—is always really successful 'in the long run'. Carlyle says: "Give a thing time; if it can succeed, it is a right thing." The proverb that 'Honesty is the best policy' expresses a belief in the same proposition. Bryant's declaration:

"Truth crushed to earth shall rise again;
The eternal years of God are hers."

is prophecy,—as the true poet's words often are,—and not mere sound. Humanity has a capacity to see, and a disposition to exalt and reverence, truth and rectitude, when it can look with eyes unclouded by the selfishness and prejudice of the present. Hence, nothing is more true than the proverb "*Vox populi vox Dei*", if we take the voice of the people for all time, while nothing is likely to be more false at any given moment.

Now, if it is true that history justifies the belief that noble aims and straight-forward measures succeed better than selfish aims and crooked ways; that honesty, sincerity and integrity are more likely to win than chicanery, injustice, and fraud; nothing can be more important than that this belief should be a living faith, especially in these times, when so many seem to think that the schemes of the selfish and shrewd commonly triumph over the purposes of the just. Let us see if history will allow us to believe that the world's ambitious warriors and butchers of their kind succeeded. We will instance the four greatest warriors, perhaps, of all time. When Alexander, the pretended son of Jupiter, after his meteor-like career, was about to sink a victim to his vices, and, foreseeing with his keen eye how his mighty empire would crumble in blood, exclaimed, "Give my kingdom to the worthiest," did he feel that he had succeeded? His fabled grief for more worlds to conquer is not to be compared to his

real grief in his dying hour. Did Hannibal die in triumph, when "on the lonely hill" in Bithynia, the foot of the hated conqueror at the neck of Carthage, he accomplished the vow of his early youth? When Cæsar fell at the foot of his great rival's statue, pierced with assassins' daggers, and the more poignant grief of violated friendship was it a successful close of his unrivaled career? Napoleon's spirit passed away in exile and in storm, on the barren isle, far distant from France, on whose throne sat the Bourbon. And, to-day, the blood of repudiated Josephine, and not that of Napoleon, flows in the veins of the Emperor of the French. Compare the end of any one of these great men with that of our own Washington, and tell me which succeeded,—ambition, talent, selfishness, and pride, or patriotism, integrity, philanthropy, and modesty. True, you may show from history that good followed from the actions of these men: so did good follow the treason of Judas Iscariot, and so will it follow the most equal treason of Jeff. Davis. The question is, Did they succeed in what they attempted? Compare the upright, benevolent, successful Amos Lawrence with the miserable trickster Barnum, and see the same great truth illustrated in their attempts to get rich.

Again, history teaches that humanity, with all its crimes and misfortunes, is growing better, nobler, and happier. Three thousand years ago, the wise man said, "Say not thou What is the cause that the former days were better than these? for thou dost enquire wisely concerning this." I do not see how any one who compares the more civilized and highly-polished communities of antiquity with those of only moderate enlightenment in the present can doubt the truth I have stated above. Look at their blood-thirstiness, slavery, licentiousness, and general lack of all philanthropy, and see how they appear beside churches, schools, hospitals, and the multiplied schemes of active benevolence in our time. And are we not rapidly progressing in this direction? How long is it since the slave-trade became dishonorable? Even good John Newton, according to Macaulay, was on a Guinea voyage after slaves, armed both with prayer-books and hand-cuffs! Perhaps nothing more surely indicates the progress we speak of than the modern improvement in literature. Hillard says "The purification of literature is the sign of a higher moral standard"; and how much of the comparatively pure pages of Shakspeare needs to be emended, that it may not grate on modern ears! you remind me of our own poisonous novels, and of the deadly

we are now waging? I do not claim that we have reached the Millennium. But, I ask when before was vile literature written or read only by the vile? When before did the Sanitary and Christian Commissions accompany armies, ministering both to the material and spiritual wants of friend and foe alike? When before, in the world's history, in the midst of a war like ours, was money poured out like water, to build hospitals, to found asylums, to spread education and religion universally even to the millions of poor degraded freedmen? When before was slavery condemned by every civilized nation on the face of the earth? "The world does move" in the direction of righteousness and truth. It is a day of bright hope for

" The generations
That, as yet unborn, are waiting
In the great mysterious darkness
Of the speechless days that shall be."

[TO BE CONTINUED.]

A TALK WITH MY BOYS ON MEANNESS.

Boys, you may lay aside your books. I wish to have a bit of a talk with you. All ready? As I entered the school-house to-day, I heard one of you say, "*That's mean!*" I didn't stop to inquire what it was that was thought to be "mean," but I said to myself, "Some boys will do mean things; and some boys are quick to detect meanness." Now I have been thinking that it might be a good thing to talk over with you some of the ways in which meanness may be shown in school. Possibly you and I may not quite agree in our estimate of what is done. And yet I believe that in most cases we shall hold the same opinion. I take it for granted that no one of you would like to have me, or any one else, consider him a mean boy; but as a person is judged by his acts, that epithet justly belongs, of course, to every one whose acts are mean. Do you agree to that? You do? Well, then, I will suppose a few cases.

Suppose that, relying upon your honor, I leave the room, and in my absence you are disorderly, doing things that you would not do in my presence. I call that mean, because it violates the confidence placed in you, and because it shows cowardice. Acts speak as loudly

as words. Did you ever stop to think what is said by the boy who takes advantage of my absence to do wrong? *What is it?* I'll tell you. He says just this, "*I'm a mean boy.*" I am here on my honor, I know; but I don't care. I'm going to have a good time, though it is mean. School-mates, you are at liberty to set me down as *mean*." That is what his acts plainly declare. Do you agree with me in this case? Very well. You can't be too careful in making your actions conform to your opinions.

Suppose that a boy pretends to be studying a lesson, when, in fact, he is reading a story-book which he has concealed in his text-book. Shall we call that a mean thing? How many say yes? All. I am glad to see that in this case also we agree. But what makes the meanness here. *Deception?* Agreed; only I should use the stronger word, *lying*; because when a boy has a study-book open before him, and appears to be at work, he says to his teacher as distinctly as words can say, "I am studying my lesson." If, on the contrary, he is wasting his time over a story, he *lies*, and consequently he is guilty of a wickedly mean act. As you value your character, avoid such falsehoods as carefully as you would any other kind.

Suppose a case which is very common in schools: that a boy whose lesson is not perfectly learned stealthily looks into his book during the recitations, in order that he may be able to recite better than he otherwise could, and thus obtain a high mark. I stamp that also with the brand *mean*. Do you ask why? Because it is a species of swindling. It is attempting to gain credit on false pretences. It is pretending to know what he doesn't know. It is doing injustice to honorable classmates, who scorn to rise, or attempt to rise in rank, by dishonest means. Therefore, don't open your book behind your neighbor's back, or under your desk, or anywhere else, for the sake of finding out what you think will come to you. It's *mean*. Don't do it.

Again: suppose that some mischief has been done about the school-house. A desk, or a bench, or a window, for example, has been broken. I inquire for the one who, purposely or accidentally, did the damage. Now that one, if he doesn't acknowledge the deed, suffers suspicion to fall, perhaps, upon an innocent schoolmate, and displays moral cowardice on his own part; and therefore he, too, must be placed among the mean boys. It is the best way, boys, always to do right as nearly as possible; but when you have, from any cause, done

wrong, it is wise and manly to confess the wrong, and rectify it so far as **you** can. Not to do this is to be a coward,—a being that all men despise.

Suppose that your teachers are laboring faithfully in your behalf; **that** day by day they are patiently endeavoring to interest and instruct **you**, to explain what is difficult, to cultivate your intellectual and moral faculties, and thus to fit you for living useful, successful, and **happy** lives; and suppose that some boy, thoughtless of his own good, and destitute of all gratitude to those who are toiling with fidelity for his welfare, is guilty of causing trouble to those teachers by inattention, by playing, by lounging, in short, by doing anything that hinders them in the discharge of their difficult duties. Do you think it severe to call such a boy a mean boy? Is not ingratitude always mean? And is not that boy ungrateful who, for the labor bestowed upon him by his teacher, gives them in return nothing but trouble and anxiety? Is he not like the dog in the manger, neither willing to accept intellectual food himself, nor to suffer his classmates to receive it, as but for him they might? Yes, boys, we who are teachers will do all we can for your welfare, but I beg of you don't be so mean as to reward us with ingratitude. Help us by your good deportment, and you will thus help yourselves.

I see that the clock says it is time to dismiss. There are other matters that I intended to speak of; but I fear that you may call it mean to be kept after regular hours. You may go, therefore; but first tell me what is the lesson you have learned from this talk. *Don't be mean.* Yes, that's it. Don't forget it.

PATIENCE.—Said one to Mrs. Wesley, "How can you have the patience to teach the same thing twenty times over to your child?" "Why," said she, "if I had said it only nineteen times and given over, I should have lost all my labor. It was the twentieth time that fixed it."

THE popular illusion that an inferior teacher is good enough for the beginning, is productive of much evil. No teacher is good enough for beginners but the best.

QUESTIONS FOR WRITTEN EXAMINATIONS.

QUESTIONS

Submitted to Candidates for Admission to High School, Providence, May, 1885.

MENTAL ARITHMETIC.

1. If $\frac{3}{4}$ of the sum received for goods is gain; what is the gain per cent.?
2. A can do one-sixth of a piece of work in a day, B can do $\frac{1}{4}$ of it in a day, and C can do one-ninth of it in a day, in what time can they all together do it?
3. A merchant sold one-fifth of his goods at an advance of 10 per cent., $\frac{1}{4}$ at a loss of 6 per cent.; how must he sell the remainder to gain 12 per cent. on the whole?
4. A farmer has his sheep in four pastures. In the first pature he has $\frac{1}{4}$ of his flock, in the second he has one-fifth of his flock, in the third he has one-sixth of his flock, in the fourth he has 45 sheep; how many sheep had he in all?
5. A man being asked the time of day, answered that one-sixth of the time past noon was equal to $\frac{1}{4}$ of the time to midnight; what was the time?
6. When gold sells for $31\frac{1}{2}$ per cent. advance, how much can be bought with \$150 in current bank bills?
7. A farmer being asked how many sheep he had, answered that if he had as many more, one-half as many more, one-fifth as many more, and 12 aheep, he would have three times his present number. How many had he?
8. If rice be bought for $8\frac{1}{2}$ cents per pound and sold for 10 cents a pound, what is gained per cent.?
9. What is the gain or loss per cent. when goods are sold for fourteen-fifteenths of their cost?
10. A, after spending $\frac{1}{4}$ of his money and $\frac{1}{4}$ of the remainder lacking 10 dollars, had \$50 left. How much had he at first?

WRITTEN ARITHMETIC.

1. Divide $\frac{7\frac{1}{2}}{.003}$ by $\frac{.063\frac{1}{2}}{6-8}$.
2. Multiply eight hundred and seven ten-thousandths by two hundred and fifty six hundred-thousandths.
3. A city collector has 5 per cent. for collecting taxes; he pays into the treasury \$8600. What was the whole sum collected?
4. A man sold a horse and chaise for \$350; $\frac{1}{4}$ of the price of the horse was equal to $\frac{1}{4}$ of the price of the chaise. What was the price of each?
5. What is the difference between the bank discount and the true discount on a note for \$800, due in 90 days?
6. A bought flour for \$9 a barrel, for which he asked 20 per cent. more than it cost him; but he was obliged to sell it for 10 per cent. less than he asked. What did he sell it for?
7. A merchant bought a quantity of molasses; he lost one-sixth by leakage, and sold the remainder at an advance of 30 per cent. of its cost. What per cent. gain or lose on the investment?

8. What must be asked for goods which cost \$100 that 20 per cent. may be gained on the cost, and yet a reduction of 10 per cent. may be made from the asking price?

9. A merchant received \$1648, to purchase flour. He is paid 3 per cent. on the money expended. How many bbls. of flour could he purchase at \$8 a barrel?

10. In a triangle the hypotenuse is 5 inches longer than the base, and the perpendicular is twice the difference between the base and hypotenuse. What is the length of the hypotenuse?

GRAMMAR.

1. Write the plural of *grotto*, *octavo*, *money*, *glory*, *genius*, *basis*, *focus*, *stratum*, *stamen*, and *B*.

2. Write the possessive case of *Adams*, *Charles*, *James*, *Spence*, *Miss*.

3. Give the rules for the comparison of adjectives, and compare *evil*, *much*, *late*, *fore*, *old*.

4. State the difference between a transitive and intransitive verb.

5. Write the principal parts of the following verbs: *bid*, *chide*, *cling*, *clothe*, *drink*, *heave*, *lade* (to load), *shrink*, *strike*, *work*.

6. Correct the following sentence and parse the words in italics: *Those which seek wisdom will certainly find her.*

7. Parse the words in italics: The school is about to *begin*; and as a *pupil* I must *obey* my teacher.

8. Analyze the following sentence, and parse the words in italics: Most men know *what* they hate; few, *what* they love.

9. Correct the following sentences, and parse the words in italics:

What is the reason of the teacher *dismissing school* so early?

I remember it *being* done.

Thy *rod* and thy *staff*, *they* comfort me.

His arguments were *exceeding* clear.

He that is diligent you should commend.

10. *Whom* do men say that I am?

Who was the money paid to?

He has *drank* too much.

I *done* my sums first.

The ship *lays* in the harbor.

GEOGRAPHY.

1. Name the principal rivers that flow into the Pacific Ocean.

2. Name the bays on the Atlantic, beginning on the north.

3. Name the western branches of the Mississippi river, beginning on the south.

4. Name and describe the rivers of France.

5. Name the principal rivers of South America.

6. What mountains in South America?

7. What rivers flow into the White Sea?

8. What rivers flow into the Black Sea?

9. What are the principal rivers in Africa?

10. Locate and describe *Atlanta*, *Raleigh*, *Marseilles*, *Calcutta*, *Amsterdam*, *Dantzic*.

HISTORY.

1. Give an account of the discoveries of DeSoto.
2. Name the principal events in the history of the Puritans.
3. Give an account of King Philip's War, and the causes which led to it.
4. Give an account of the settlement of New York.
5. Give an account of the settlement of Pennsylvania, and a brief notice of William Penn.
6. Describe the battle of Quebec, between Wolf and Montcalm.
7. Describe the battle of White Plain.
8. Give an account of the retreat of Washington through New Jersey.
9. Name the principal events in 1777 and 1778.
10. Name the principal events in 1781, and give an account of the surrender of Cornwallis.

WORDS FOR SPELLING.

Accede, supersede, prejudice, mortise, franchise, authorize, advertise, theorize, parole, moralize, rueful, obtuse, traduce, expanse, noticeable, receptacle, conventicle, follicle, physical, autocracy, hypocrisy, malmsey, perfidy, dissociate, licentiate, rarefy, clarify, tranquillity, inflammable, cylinder, syllable, rhubarb, archetype, chrysolite, scintillate, cynosure, inelegant, cartilage, ineligible, ipecacuanha, sysygy, feud, newt, mimicking, verdigris, ferret, murrain, phylactery.—50.

PERCENTAGE OF CORRECT ANSWERS.

The number of pupils examined for the High School was one hundred and twenty, all of whom were admitted. The average percentage of all the pupils examined on the above questions was as follows:

Grammar.....	73.8 per cent.	History.....	70.5 per cent.
Mental Arithmetic.....	80.2 " "	Spelling.....	88.5 " "
Written Arithmetic.....	80.7 " "	Geography.....	78.5 " "
Total average in all of the studies.....		78.7 per cent.	

QUESTIONS ON THE THEORY AND PRACTICE OF TEACHING.

[Continued from page 117, May number.]

RECITATIONS — continued.

What are some of the objections to the common method of permitting pupils to recite consecutively or by turn? In what recitations may this method be sometimes used to advantage? What is your opinion of the system of place-taking or "going up" in classes?

What are the advantages of the method of calling upon pupils promiscuously without reference to the order in which they stand to recite? Into what errors is teacher liable to fall who uses this method? How may each of these errors be avoided?

What do you understand by the "concert method" of reciting? What are the objections to this method? When may it be used with advantage?

What are the advantages and what the disadvantages of the method of proposing questions to the entire class, and requiring those who think they can answer correctly to raise the hand? When may this plan be used with advantage?

Which of the above methods of calling upon pupils to recite do you regard the most thorough and satisfactory? What is the advantage of using different methods? What position do you prefer to have your pupils take when reciting? What is your method of calling out and dismissing your classes?

REVIEWS AND EXAMINATIONS.

What are the advantages of always reviewing the preceding lesson? How would you conduct such a review? What is the advantage of dividing a text-book into parts, and reviewing thoroughly each part before advancing to the one next succeeding? Why should the results of such a review be tested by a thorough examination? What is the advantage of subjecting your own classes to frequent thorough examinations or tests? What is the most satisfactory method of examining advanced classes? What would be your method of conducting an examination in reading?

INCENTIVES TO STUDY.

What is the usual argument in favor of the practice of offering prizes as an incentive to study? What are the usual objections urged against it? What is your opinion of the practice? Why are rewards bestowed without previous promise, less objectionable than prizes?

What are the usual arguments for and against the system of "merit-marks"? What is your opinion of this system?

What is your opinion of the practice of keeping an accurate record of the character of each pupil's recitations? What system of marking recitations (if any) do you use, and what use do you make of the class-record? State what you regard some of the abuses of class-records.

To what extent is it proper to cultivate a spirit of emulation among pupils? What are some of the evil effects of an excessive appeal to this feeling?

When may the fear of punishment be made an incentive to study? Which is the less evil, lessons learned from fear of punishment, or lessons neglected? Why? Is it ever proper to resort to corporal punishment to secure the preparation of lessons? Give a reason for your answer.

Why is it never proper for a teacher to resort to the open ridicule of a dull pupil? What is the usual result of such treatment? Under what circumstances do you think ridicule may be a proper incentive to study?

What is the usual effect of commending a pupil who does not deserve it? What is the result of constantly praising and putting forward a few bright scholars? Why should a teacher be quick to perceive and prompt to commend the faithful efforts of a dull pupil?

Which of two classes of motives equally effective in securing study should the teacher use, the higher or the lower? Why? What do you regard the highest motives that can be successfully used as incentives to study? What is your opinion of the practice of detaining pupils after school to prepare or recite neglected lessons?

SCHOOL GOVERNMENT.

Why should self-government on the part of the pupil be the ultimate object of school government? Why is it important that all our youth form the habit of cheerful and prompt obedience to rightful authority? Which of two teachers is the better disciplinarian, the one that secures right conduct in the pupil by causing him freely to choose it, or the one that necessitates good conduct by outward restraint? Why may the outward control of the teacher be necessary as a means of securing self-

control on the part of the pupil? Why are cheerful obedience and good order necessary in every school?

How do you explain the fact that some teachers govern easily without resort to corporal punishment, while others depend largely upon such punishment to maintain their authority? Why may the same methods of school government be used by different teachers with opposite results? Which do you deem the more important, the teacher's personal character or the measures he uses?

Name some of the more important qualifications of a successful disciplinarian. Why is an accurate and thorough knowledge of the branches taught, an important aid in school government? Why does a slavish use of the text-book in hearing recitations increase the difficulty of securing good order? Why does skill in teaching render government less difficult? What relation does thorough instruction bear to efficient discipline?

How do you explain the fact that the higher and more uniform the standard of school order, the easier it is to sustain it? Which is usually the more effective, the certainty of a mild correction for misconduct or the possibility of severe chastisement? What is your opinion of the practice of trying to govern a school by systematic efforts?

Why is it important that the teacher be able to detect mischief in its incipient form? Why should this be done without evincing a suspicious disposition? What qualifications on the part of the teacher does this require?

Why should the teacher never permit the faults of his pupils to create an unfriendly feeling toward them? What pupils, if any, should the teacher make his favorites? Those who are most lovable or those who most need his love? Why? Why should the teacher manifest confidence in his pupils? Under what circumstances may such confidence be withheld?

What is your method of regulating "whispering"? What do you think of the propriety of positively forbidding whispering, and prescribing a definite punishment for each offence?

What course would you pursue to detect the author of a serious school offence? What is your opinion of the propriety of requiring pupils to inform upon each other? What do you think of the practice of keeping a daily record of the communications and general conduct of your pupils? What is your opinion of a "self-reporting system"? What difference should be made in correcting offences owned by the pupil and those that are detected?

Why should the teacher be careful not to transcend his authority in school government? What is the extent of the teacher's jurisdiction over his pupils in and out of school?

PUNISHMENTS.

What are the objects of punishment? In humane governments, the abuse of privilege is followed by its forfeiture. How far can this same principle be carried out in school government? Why is such a natural punishment usually more efficacious than an arbitrary punishment? What would be a natural punishment for tardiness? For injuries to school properties? For profane or vulgar language? For whispering with a seatmate? What is your opinion of the propriety of depriving idle or disorderly pupils of their recesses?

Why is it not proper for a teacher to resort to such punishments as are designed to degrade a pupil? What is your opinion of "dunce caps" and "dunce

your opinion of the propriety of inflicting personal indignities upon a pupil by boxing his ears or hair, snapping his forehead, etc.? Why should a teacher never make a remark reflecting upon the parents?

Under what circumstances do you think it right to inflict corporal punishment? Should punishment be inflicted privately or before the school? Why? Why, as a general rule, is it better to administer severe reproof privately than publicly? Should whips not be kept in sight in the school-room? In what temper and under what circumstances should the teacher inflict punishment?

MORAL TRAINING.

How much moral instruction or training should be sustained to school government? How far is the teacher responsible for the moral training of his pupils? What are the qualifications essential for success in moral training? What should you attach to the purity and integrity of the teacher's own life and character?

What is the best method of imparting moral instruction in our schools? How should the duties of illustrating and enforcing the duty of obedience, truthfulness, honesty, etc., best be given? How often should such lessons occur? What use should be made of the Bible in our schools?

Should the teacher in his entire treatment of his pupils be rigidly honest? In your opinion of the honesty of the practice of calling only upon the best pupils for public examinations, or of so assorting the questions that no failures may occur? How, in your opinion, may a public examination be honestly conducted? Should a teacher expose publicly pupils detected in dishonesty? What course do you take to cultivate truthfulness in your pupils?

CITIZENSHIP.

What is your opinion of the importance of instructing our youth in their duties as citizens? How can such instruction best be imparted? How should reverence for law and rightful authority be cultivated? Why should a civil oath be impressed upon all? How may the pupils in our schools best be instructed in American history?

PRIMARY INSTRUCTION.

What mental faculties are first developed? What is the natural order in which the faculties are developed? In what respect should primary methods of instruction differ from adult methods? Why should primary instruction deal largely with concrete knowledge? Why should we teach little children ideas before we represent them? Processes before rules?

How should you understand by "object lessons"? How may a child be taught on the basis of object teaching to count and to add numbers? Why should the lessons in geography be given orally rather than from books? Should lessons relate to the world as a whole, or to facts within the child's observation? What lessons should, as a general rule, be assigned to children under eight? Why should oral instruction be made prominent in teaching young children? What lessons should be given orally? What slate exercises should be used for? Why should drawing receive daily attention?

EDUCATIONAL INTELLIGENCE.

AMERICAN INSTITUTE OF INSTRUCTION.

THE Annual Session of the American Institute of Instruction will be held in
NEW HAVEN, CONN., Aug. 15, 16 and 17.

NATIONAL TEACHERS' ASSOCIATION.

The next meeting of the Association will be held in HARRISBURG, PENN., Aug. 8,
9 and 10.

PERSONAL.

WM. A. MOWRY, Esq., is the editor of the main body of this journal for July.

MR. HOWARD has resigned the Principalship of the Grammar School in Pawtucket.

I. F. CADY, Esq., Principal of the Warren High School, has purchased a lot of land in Barrington, in a fine locality, and it is not a secret to us that he intends to build a residence upon it at some future day. The rest of his plans in connection with the matter we'll not communicate without special permission. Success to your excellent friend, in your farming enterprise. We'll be with you by and by.

MISS HATTIE GARDNER, of Warren, first Assistant in the Warren High School, resigned her position at the close of the last term. The testimonials which she bore away with her in the form of presents from her pupils were a sufficient evidence of her popularity and success as a teacher. We regret to lose so excellent a teacher as Miss Gardner from our ranks.

MR. SAMUEL THURBER, who has been for the past two years the successful teacher of the Classical Department of the Providence High School, has resigned his situation. We regret to lose so able and faithful an instructor from the ranks of our profession. He has our best wishes for his success in the new field of scientific labor to which he has been called. He goes to Idaho as director of a mining company, for which position his energy and scientific research eminently qualify him.

F. B. SNOW, Esq., the very efficient Principal of the Bridgman School, and one of the resident editors of THE SCHOOLMASTER, has resigned his labors in connection with this journal on account of poor health. He laid aside for awhile the labor of the school-room, and is not yet able to resume them altogether. We regret to lose so popular a worker from our editorial corps. Take a long vacation, friend SNOW, among the mountains or by the sea, and if fine air and pleasant recreation have health and strength for any, we most heartily hope that you will be among the first to find them.

EDITORIAL CHANGES.

At a meeting of the Editors of the R. I. SCHOOLMASTER, held at the rooms of Messrs. Mowry and Goff, the resignation of Mr. F. B. SNOW, as one of the Resident Editors was accepted, and Mr. J. M. ROSS, of the Lonsdale High School, and Mr. T. W. BICKNELL, of the Arnold Street Grammar School, Providence, were elected as associates with Mr. DeMunn. Mr. A. J. Manchester, of the Prospect Street Grammar School, Providence, still retains an *active, silent* partnership in the editorial corps of THE SCHOOLMASTER. The financial department is under the charge of N. W. DeMunn, the literary and editorial departments are under the charge of J. M. ROSS and T. W. Bicknell, and A. J. Manchester provides for the department of school examinations.

A short time since a would-be teacher applied for a school, who, upon examination, could not repeat the multiplication table, and who defined a transitive verb as one who does something, and an intransitive verb as one who does nothing.

THE May number of the *Mass. Teacher*, besides other interesting matter, contains an excellent article by Lowell Mason, Esq., on Music as a School Study.

WE have received the May numbers of the *American Educational Monthly* and the *Iowa Instructor and School Journal*.

H. W. ELLSWORTH, Copy Book Publisher, New York, has removed from 817 and 819 to 809 Broadway.

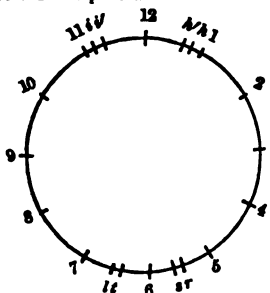
HERE AND THERE.—The words creek, (meaning a small river,) dipper, (meaning a ladle,) a pail, and pitcher, are all Americanisms. In England they say "a bucket of water," not "a pail of water"; instead of "a pitcher of water," they make use of "jug of water," or "decanter of water." Throughout Europe, except among the lowest classes, water is brought on the table in decanters. They are regarded as not so liable to admit dust as "jugs or pitchers," and as possessing the advantages of enabling a person to see whether the water in them is clean. Though not altogether appropos, let us here state that an Englishman never says, "What time is it?" but always employs the query, "What o'clock is it?"

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"At what time between 12 and 1 o'clock will the hour and minute hands of a watch make equal acute angles with the line extending from the centre-staff to 12? Answer 55 5-13 m. past 12.



ANALYSIS.—At half-past 12 the minute-hand is at 6 and the hour-hand is at 12, half-way from 12 to 1. Now if the hour hand would stand still at 12 while the minute-hand moved forward to 6, half-way from 12 to 6, 27 1/2 minutes from the point 6, the hands would have the required positions; but, while the minute-hand is advancing, the hour-hand goes from 12 to 1; ∴ the minute-hand must stop at 6 as much short of 6 as 12 is advance of 12; i. e. the hour and minute hands together move over the space represented by 27 1/2 minutes on the dial; but the hour and minute hands together move over 13 spaces while the minute-hand alone moves over 1 space; hence the proportion: 13 : 12 :: 27 1/2 m. : 25 5-13 m. the number of minutes beyond half-past 12 when the hands will have the required positions.

At what time between 5 and 6 o'clock do the hour and minute hands make equal acute angles with the line, from 12 to 6?

At what time between 2 and 3 o'clock do the hour and minute hands point in opposite directions?

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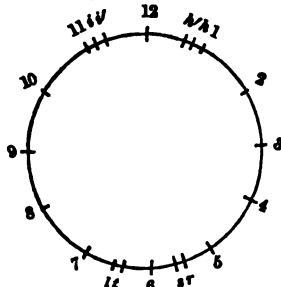
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September, 1865.

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THE RHODE ISLAND SCHOOLMASTER.

AUGUST AND SEPTEMBER, 1865.

VOLUME ELEVEN.

NUMBERS EIGHT AND NINE.

RELIGIOUS INSTRUCTION IN SCHOOLS.

BY HEZEKIAH BUTTERWORTH.

THE youth is exposed to the temptation of skepticism. His evil propensities clamor for indulgence and seek an excuse; his judgment is immature, and his knowledge of the Bible, and of the corresponding teachings of nature and of God's moral government, is imperfect. Some young persons are constitutionally skeptical, and many anxious to know the truth and to practice it, are perplexed with the arguments of skeptical writers, or of skeptical companions. "There is a great deal of infidelity in young people," said Dr. Gordon on his death-bed to his pastor, "and you have many of them about you. Tell them from me I have read a great many skeptical books—ancient and modern, of all sorts. It is all very fine, but fallacious; they are very plausible, but can give no consolation at a dying hour."

The teacher has frequent opportunities to remove from the youthful mind many common objections to religion. He is culpably negligent if he does not improve them. He is dealing with immortal minds and is exerting immortal influences. It is his to plant seed to bloom in celestial gardens; it is his to turn the steps of the wanderer to the path that leads through the gate of Heaven. "The color of our whole life," says Cowper, "is generally such as the three or four first years in which we are our own masters make it." There is truth in the remark. The influence of past instruction is powerful for good or for evil in those critical years.

There is a certain class of scholars—and it embraces the best—whose minds are open to conviction, and who eagerly seize upon the outward evidences of Christianity as they are presented to them, and add them to the numerous reasons, which they are deliberating, for seeking the inward evidence. Such scholars are quick to discern their immortal interests. A suspicion thrown on the credibleness of Christianity pains them. It calls up a train of gloomy reflections like those which Charlotte Brontë graphically describes after reading Miss Martineau's "*Letters on the Nature and Development of Man.*" "Of the impression this book has made upon me," she writes, "I will not now say much. It is the first exposition of avowed atheism and materialism I have ever read—the first unequivocal declaration of disbelief in the existence of a God or a future life. In judging of such exposition and declaration one would wish entirely to put aside the sort of instinctive horror they awaken, and to consider them in an impartial spirit and collected mood. This I find difficult to do. The strangest thing is that we are called on to rejoice over this hopeless blank—to receive this bitter bereavement as great gain—to welcome this unutterable desolation as a state of pleasant freedom. Who could do this if he would? Who would do it if he could? Sincerely, for my own part, do I wish to know and find the truth; but if this be Truth, well may she guard herself with mysteries, and cover herself with a veil. If this be truth, man or woman who beholds her can but curse the day he or she was born!"

Many of the studies pursued in schools afford a striking commentary on the attributes and the super-abounding providence of God. The skillful, conscientious teacher may make them instrumental in promoting the spiritual welfare of his pupils. Let him use them for that purpose. Religion is the source of peace, health and long life here as well as of happiness hereafter.

"Soft peace she brings; wherever she arrives
She builds our quiet as she forms our lives,
Lays the rough paths of peevish nature even,
And opens in each breast a little heaven."

The minds of most scholars, even if they have not been already, are liable to be tossed about in the eddy of unbelief. The tendency of the educated class is to read everything, and the press teems with speculative works.

The mind that becomes unsettled in its religious faith is in a fearful state. God is the source of human happiness and hope, and he who loses his confidence in God becomes a spiritual orphan, and makes his existence aimless. He will soon say like the fallen angel in Milton,

“ Evil, be thou my good.”

Said a melancholy man to John Wesley :

“ I know there is a God, and I believe him to be the soul of all, the *anima mundi*, if he be not rather, as I sometimes think, the *To Pan*, the whole *compages* of body and spirit everywhere diffused. But further than this I know not; all is dark : my thought is lost. Whence I came I know not; nor what nor why I am; nor whither I am going. But this I know, I am unhappy; I am weary of life; I wish it were at an end.”

David Hume wrote as follows :

“ When I look abroad I foresee on every side dispute, contradiction, anger, calumny and detraction. When I turn my eye inward I find nothing but doubt and ignorance. All the world conspires to oppose and contradict me; though such is my weakness that I feel all my opinions loosen and fall of themselves when unsupported by the approbation of others. * * * The intense view of these manifold contradictions and imperfections of human reason has so wrought upon and heated my brain that I am ready to reject all belief and reasoning, and can look upon no opinion even as more probable or likely than another. Where am I, or what? From what causes do I derive my existence, and to what condition shall I return? Whose favor shall I court and whose anger must I dread? What beings surround me? * * I am confounded with all these questions, and begin to fancy myself in the most deplorable condition imaginable, environed with the deepest darkness, and utterly deprived of the use of every faculty and member.”

Of the striking analogies between the teachings of religion and nature we propose to give some illustrations from one particular branch of study — Astronomy.

Have you never gazed on the starry heavens, and, scanning the outposts of, perhaps, more than a thousand million worlds, been so impressed with the magnitude and sublimity of the celestial empire, that ideas of the Creator become obscure?

But you read in the heavens the unanswerable verdict of the whole creation — design. It brought you back to God, held you awe-struck and bewildered in his presence ; you animadverted to your own comparative nothingness, and felt that the only object of your life should be to seek Divine favor. You looked upon all other objects as phantasmas, baubles, lights that led astray. The bewildering questions that God asked of Job “out of the whirlwind” came home to you. You said with David : “When I consider thy heavens, the work of thy fingers ; the moon and the stars which thou hast ordained what is man that thou art mindful of him ? and the son of man that thou visitest him ?”

There is a thought of Sir Isaac Newton that will assist the mind overwhelmed with the magnitude of creative wisdom and power. He speaks of God as the “powerful, ever living Agent, who, being in all places, is more able by his will to move the bodies within his boundless, uniform sensorium, thereby to form and reform the parts of the universe, than we are by our own will to move the parts of our own bodies.”

Had you been born helpless, would not that power of the soul that employs the different parts of the body as its agents have seemed most marvellous ? Could you have comprehended it ?

Says Lord Bacon : “It is true that a little philosophy inclineth a man to atheism, but depth in philosophy bringeth men’s minds back to religion ; for, while the mind of man looketh on second causes scattered, it may sometimes rest in them, and go no farther, but when it beholdeth the chain of them confederate and linked together, it must needs fly to Providence and Deity.”

An eminent astronomer says : “Our earth is one of the humblest of all planets. If we visit the mighty system of Jupiter, such is the vastness of its celestial architecture that all we have left behind appears trivial and insignificant. Go we yet farther and survey the still more amazing system of Saturn, with its retinue of attending moons, and its girdle of enigmatical rings of light, we find displays of power and wisdom so resistless that, if all other worlds were stricken from existence, enough would here remain to demonstrate the being of God. But these are not separate existences. They are indissolubly united, and all flying through space. Whence, then, come the wonderful laws of their reciprocal influence, and whence the laws that curb their high career ? Relax for a single moment the conti-

uity of their power and chaos instantly engulfs the fair fabric of **reation**. Relax only the power of gravitation, and every planet **hoots** madly from its orbit ; augment, ever so slightly, its power, the **quilibrium** is destroyed, and world after world sinks into the sun."

Says that eminent Christian philosopher, Dr. Thomas Dick : " A **ery** slight view of the planetary system is sufficient to impress our **minds** with an overwhelming sense of the grandeur and omnipotence **f the** Deity. In one part of it we behold a globe fourteen hundred **times** larger than our world, flying through the depths of space, and **carrying** along with it a retinue of revolving worlds in its swift career. In a more distant region of this system we behold another globe, of **nearly** the same size, surrounded by two magnificent rings, which **would** enclose five hundred worlds as large as ours, winging its flight **through** the regions of immensity, and carrying along with it seven **planetary** bodies larger than our moon, and the stupendous arches **with** which it is encircled, over a circumference of five thousand **seven** hundred millions of miles. Were we to suppose ourselves **placed** on the nearest satellite on this planet, and were the satellite **supposed** to be at rest, we should behold a scene of grandeur **altogether** overwhelming ; a globe filling a great portion of the visible **heavens**, encircled by its immense rings, and surrounded by its moons, **each** moving in its distinct sphere and around its axis, and all at the **same** time flying before us in perfect harmony, with the velocity of **twenty-two** thousand miles an hour. Such a scene would far **transcend** everything we now behold from our terrestrial sphere, and all **the** conceptions we can possibly form of motion, of sublimity, and **grandeur**. Contemplating such an assemblage of magnificent objects, **moving** through the etherial regions with such astonishing velocity, **we** would feel the full force of the sentiments of inspiration : ' **THE LORD GOD OMNIPOTENT REIGNETH.**' His power is irresistible ; his **greatness** is unsearchable ; wonderful things doth he which we **cannot** comprehend. * * *

" The planetary system likewise exhibits a display of the wisdom **and** intelligence of the Deity. If it is an evidence of wisdom in the **artist** that he has arranged all the parts of a machine, and **proportioned** the movements of its different wheels and pinions so as to **perfectly** accomplish the end intended, then the arrangements of the **planetary** system affords a bright display of the ' manifold wisdom of **God.**' In the centre of this system is placed the great source of **light** and heat ; and, from no other point could these solar emanations

be propagated in an equitable and uniform manner, to the world which roll around it. Had the sun been placed at a remote distance from the centre, or near one of the planetary orbits, the planets in one part of their course would have been scorched with the most intense heat, and in another part would have been subjected to the rigors of excessive cold, their motions would have been deranged and their present constitution destroyed. The enormous bulk of the central body was likewise requisite to diffuse light and attractive influence throughout every part of the system. The diurnal rotations of the planets evince the same wisdom and intelligence. Were the bodies destitute of diurnal motions, one-half of their surface would be parched with perpetual day, and the other half involved in the gloom of perpetual night. To the inhabitants of one hemisphere the sun would never appear, and to the inhabitants of the other the stars would be invisible; and those expansive regions of the universe, where the magnificence of God is so strikingly displayed, would be forever veiled from their view. The permanency of the axes on which the planets revolve was likewise necessary, in order to the stability of the system, and the comfort of its inhabitants; and so we find that their poles point invariably in the same direction or to the same points of the heavens, with only a slight variation, scarcely perceptible till after the lapse of centuries. As the planets are of a spheroidal figure, had the direction of their axes been liable to frequent and sudden changes, the most alarming and disastrous catastrophes might have ensued. In such a globe as ours the shifting of its axis might change the equatorial parts of the earth into the polar, or the polar into the equatorial, to the utter destruction of those plants and animals which are not capable of interchanging situations. Such a change would likewise cause the seas to abandon their former positions, and to rush to the new equator; the consequences of which would be, that the greater part of the men and animals with which it is now peopled would be again overwhelmed in a general deluge, and the habitable earth reduced to a cheerless desert. But all such are prevented by the permanent position of the axis of our globe and of the other planets during every part of their annual revolutions, as fixed and determined by Him who is 'wonderful in counsel and excellent in working.'"

There are more fearful analogies: "The disappearance of some stars," says Prof. Vince, "may be the destruction of that system at the time appointed by the Deity for the probation of its inhabitants."

Says Prof. Mitchell, in a most eloquent lecture, after supposing a world to be endowed with a will, and to violate one of the laws of God, bringing upon it cold, darkness and destruction, "No, my friends, the analogies of nature, applied to the moral government of God, would crush all hope in the sinful soul. There, for millions of ages these stern laws have reigned supreme. There is no deviation, no modification, no yielding to the refractory or disobedient. All is harmony because all is obedience. Close forever, if you will, this strange book claiming to be God's revelation—blot out forever its lessons of God's creative power, God's super-abounding providence, God's fatherhood and tender guardianship to man, his erring offspring, and then unseal the leaves of that mighty volume which the finger of God has written in the stars of heaven, and in those flashing letters of living light read only the dread sentence, 'The soul that sinneth it shall surely die.'"

The field of philosophical and scientific study that throws light on the perfections of the Deity and reproduces the doctrines of revelation is inexhaustible. In the study of astronomy alone we may clearly discern the unity of God, for the different parts of the universe bear the impress of the same Divine Mind; the omniscience, omnipotence, and omnipresence of God, for only such a Being could produce, adapt and sustain such a complex and boundless system of worlds; the benevolence of God, for the vast phenomena of the solar system, from the tempered rays of the sun to the position of that luminary in the heavens, proclaims His love to man.

Again: every world may be supposed to have its innumerable varieties of animal and vegetable life, and to be inhabited, the superior worlds by superior intelligences. How vast must be the conceptions of the Deity; for each world and each variety of animal and vegetable life are but the impress of the Divine Mind—the thoughts of God in the past. We may read in the heavens as well as in the scriptures, that he is an infinite God, that there is no searching of his understanding; and we may here remark that other sacred books have a false philosophy, and a false astronomy, but the Bible bears the impress of the same Intelligence that created the universe.

Hundreds of like analogies might be collected from this branch of study alone. Ought not such palpable facts, and such convincing evidences suggest to the teacher a field for the spiritual as well as for mental improvement of those entrusted to his care?

HURRY.

PER TENEBRAS LUMINA.

BY HEZEKIAH BUTTERWORTH.

I.

FROM Jordan's wave where heaven grew bright,
 And the dove dropped down in the smile of God,
 My steps went forth to the desert and night,
 Her mantle hung o'er the dreary road,

And the desert was dark, and the desert was lone,
 And I longed in the better land to be,
 When a sudden glory over me shone,
 And the ministering angels came to me.

II.

I saw the hungry lions wait
 In the den of vice to seize on me,
 But I upward looked and the golden gate
 Of Heaven swung back, and the glory to be

Flashed full on the steps that lead to God.
 "Whom the world overcomes shall inherit all things,"
 This by the ear of faith I heard,
 And I caught a glimmer of golden wings.

Then I said, I am weak, I should falter and fall
 If thou, O my Father, shouldst cease to uphold,
 Let the wings of the angels build round me a wall,
 'Till I cross the bright steps of the city of gold.

And sin I resisted and lengthened my days,
 And health gives me promise of blessings in store,
 And the steps of the past reflect heavenly rays,
 And a Paradise morning, the pathway before.

HURRY.

FOREIGN visitors speak of the quick movements and the thin, sharp faces of American bankers and financiers. But the reckless haste which perhaps characterizes us as a people is seen in our educational as well as our financial circles. In the latter we mark some good and some evil results, but these we do not propose to discuss. In the process of mental training, to vary an old proverb,—“If hurry comes in at the door, knowledge goes out at the window.” Most minds develop slowly, if they develop well. A genius like Pascal, who can

work out Euclid at the age of eleven and write on Conic Sections at sixteen, is found only here and there. From the age of six years to that of sixteen, an ordinary mind needs all the time commonly given to study to grasp firmly the elements of the different branches of knowledge taught in our schools. Three years longer are surely needed to acquire proficiency in the use of those elements. And then the college or university should teach the scholar the higher paths of learning, and send him forth, not indeed finished, but perfectly furnished, by constant practice of his powers, to take his stand among those who can benefit the world by literary labor. In this way a nation is advanced in the ranks of letters by the ability of her scholars.

But what is the course too often pursued? At six the child goes to school,

" With his satchel,
And shining morning face, creeping like snail,
Unwillingly " ;

at twelve he " prepares for college " ; at fourteen he enters the university ; at eighteen he takes his profession ; and at twenty-one takes charge of our souls, our bodies, and our quarrels.

The last seven years are surely the most important of all ; but for three of these the mind of " Young America " must be devoted to the chosen profession, so that four years only are, in fact, given for much development. We contend that the fruit of this hurry is to lower the grade of general scholarship. We see one out of twenty distinguished for literary attainments, while in England and Germany a much greater proportion is found. And the difficulty can be remedied only by elevating the entrance-requirements of college and university to correspond. With some six or seven exceptions, our colleges graduate men who stand exactly on a level with the graduates of Eton and Rugby. In stead of the literary training for four or five years which the English boy then gets at Cambridge or Oxford, our boys plunge into the law or medical school. No one can deny that this condition of things lowers our grade in the rank of scholars. The facility with which our learned professions are gained, crowds them full. Lawyers without a brief, physicians without patients, clergymen without charges,—the land is full of them. We believe that but for the peculiar circumstances of our land—its wondrous

growth and constant change,—this surplus of professional men would be more apparent here than in any other country.

Few realize the value of the years between fifteen and twenty-five for preparation. It is true, the smart boy may do great things in his profession at the age of twenty-one, but he never can leave the mark he might have made if he had waited. He never can go into those deeper channels of thought, where lie the pearls which will bear a value forever. The mind must have a longer training than we now give it. Money may be made quickly while the flow of petroleum continues, but literary attainments cannot be gained without the "midnight oil." Now and then a Minerva comes into the literary world, fully armed from birth. But those who are of more human mould must wait to brace their armor on, to learn the use of sword and shield, to study the ways of war. Thus the good soldier is found, and thus the good scholar. Erasmus again and again wished that students would keep in mind a single motto, *Festina lente*. We must heed such advice now in this racing age, or lamentable epitaphs will have to be graven on many stones for the future to ponder, where otherwise might be inscribed, "*Hic jacet* an American scholar." For, though it is not described in medical dictionaries, this morbid activity, "Hurry," is, with Americans, a chronic disease, and its victims in scholastic walks are innumerable.—*Am. Ed. Monthly*.

From the American Educational Monthly.

HOW SHALL WE TEACH GEOGRAPHY?

LESSONS ABOUT HOME.

I. Physical Forms.—The lessons on the home neighborhood, spoken of in the preceding article of this series, must necessarily be *oral*. Teachers accustomed to give oral lessons, and familiar with the principles to be observed in their preparation, will need no aids in the preparation of these lessons on the physical features of the neighborhood in which their pupils live. Many teachers, however, will perhaps find the following report of a lesson on a neighborhood in Western New York, of assistance, as suggesting, better than any set of directions could do, the method of proceeding. The pupils are the children of the farmers of the neighborhood, and the time summer.

Teacher. I would like all of you to think carefully a moment, and try to remember everything you saw on your way to school. (Several hands are raised, and the pupils, one after another, are called on to state what they saw.)

John. I saw some men mowing in Mr. B.'s meadow.

Charles. I saw a red squirrel running along the fence by the woods.

Mary. I saw some cows and a colt, and two calves, and some sheep and lambs, in Mr. G.'s pasture.

Fanny. I saw some cherries that are turning red in the orchard across the road.

T. You have remembered several things, and I have no doubt if you should think a little longer you could name many more ; but we have as many as we can talk about in one morning. We are going to have a lesson on some of the things you have seen in coming to school. Mary spoke of something she saw in a *pasture*. How many passed pastures in coming to school? (Hands raised.) Mary, can you tell me what a pasture is?

Mary. It is a field where the cattle, horses and sheep stay.

T. Why are they in the pasture?

Mary. We drive them there to eat the grass.

T. Do they need anything but food during the day?

Children. They want drink too.

T. Very well. Where do they find drink?

James. There is a creek in our pasture.

Sarah. There is a spring in ours.

T. (Charles's hand is raised.) Well, Charles, what is it?

Chas. I saw a big crab in the creek when I was coming to school.

T. I thought somebody would remember presently that there is a creek to be passed on the way to school. I am glad Charles has thought of it, though it seems he thought most of the crab. I want to talk of the creek presently. Sarah may tell us first what she means by a *spring*.

Sarah. It is a place where the water comes out of the ground.

T. Has any one else seen a spring? (Hands raised.) Can Charles tell me anything more about a spring?

Chas. There is a creek running from our spring.

T. James says there is a creek in his pasture.

Chas. (Interrupting.) That's the very same creek that goes from our spring.

T. Now will one of you tell me what a creek is, or how it is different from a spring, since both are water?

James. The creek is where the water runs along through the fields, but the spring is just the place where it comes out of the ground.

T. Does the water *run*, James? Can't you think of a better word?

James. It *flows*.

T. That is better. Now I should not say that a creek is *where* the water flows through the fields, but *is water flowing through the fields*. Can any one give me another name for a *creek*?

Fanny. Some people call it a *brook*.

T. I like that name better, though most people about here say *creek* instead of brook. Can any one tell me where the little brook that flows through the pasture goes?

George. It goes into the big creek that makes our mill-pond.

Chas. That's Salmon Creek.

T. Does any one know of any other brooks that flow into the "big creek" as George calls it? (Several are named.) Now can any one give me another name than creek for this large stream of water that has so many brooks flowing into it?

Susan. Johnny Brown called it a *river*. He lives in Albany, and he said there was a river there big enough for ships and steamboats to sail on.

T. Johnny called it a river because he had only seen such large streams as are called rivers. You call it a creek because you only know of such small streams as are called brooks or creeks. So we have three different names for streams of water. One of these days we shall learn something about rivers. George will you tell us how Salmon Creek make your mill-pond?

George. Father built a dam right across the creek, so the water was stopped from flowing; and it filled up behind the dam, and spread out wide and deep, and kept getting larger and larger, until it came up to the top of the dam. Now it pours over all the time, and doesn't get any fuller.

T. George has told us that very nicely. One of these days we shall learn about something that is very like the mill-pond, only a great deal larger, yet nobody ever built a dam to make it.

Fanny. I know what you mean—it is a *lake*.

T. Now we will talk of some of the other things you have seen.— John said he saw a meadow. How many others passed meadows on your way to school? (Hands raised.) John, tell us what you mean by a meadow?

John. It is a field full of grass.

T. The pasture was a field full of grass too, was it not? Are a meadow and a pasture the same thing?

Chas. The cattle eat the grass in the pasture, but the grass in the meadow is mowed and made into hay.

John. (Interrupting.) The cattle eat the *hay* too, don't they.

T. John should not interrupt. We know that the cattle eat the hay, but what Charles means is that they are not allowed to eat the fresh grass as fast as it grows in the meadow, as they do in the pasture. Let us try to find some other difference. When you look over the pasture, and then over the meadow, can you see any difference in the land itself?

Mary. Our pasture is a great deal rougher than our meadows.

George. Our pasture isn't rough, but it is swampy.

T. Why do you say yours is *rough*, Mary?

Mary. There are hills all over it and there aren't any in the meadow, only little bits of knolls.

T. But what do you mean by the *hills*?

Mary. (After thinking a moment.) When the ground is a great deal higher than the rest we call it a *hill*, and where there are a great many hills we say the land is rough or hilly.

T. That is well said. What do you say of land that, like the meadow, has no large hills?

James. We say it is *level* land.

T. When you read about level lands like the meadow you will see them called *plains*. One of these days we shall learn something about a plain. Who has seen other hills than those in Mary's pasture?

Chas. I saw some awful high hills the other day when I was going to Ithaca with father and uncle George, but uncle said they "wan't nothing" to what you see in New Hampshire, where he liyes. He said there were some there so high that if you were on top of them you'd see sometimes the clouds, and thunder, and lightning under your feet, and where you are the sun would be shining. He calls them *mountains*.

T. That is very interesting, and we shall some time learn about those not "awful" but *very* high hills that are called *mountains*. Now we want to talk only of what we have seen. George says his pasture is *swampy*. What do you mean by that, George?

George. The ground is all wet and muddy, and little bunches of grass grow all over it; but you can't very well go across it for the ground is so soft that if you happen to step off the grass you will sink knee-deep in the mud. I got stuck in it the other night when I went after the cows.

T. But how do the cattle get along?

George. Oh! the pasture an't all swamp, and the cattle know where to go; and besides they don't care if they do get in the mud.

T. That word "an't" is not a very good one. I should say "is not" instead. Does any one know any other name for a *swamp*?

Mary. Some people call it a *marsh*.

T. Do you know, George, why your father takes that swampy land for a pasture, instead of planting corn or having a meadow there?

George. Father says the ground is so *awful* wet,—(class laugh)—so *very* wet, that he can't do anything else with it; and he says he is going to have some ditches dug to "run" the water off, and then next spring he will plough it up.

T. Do you know, Mary, why your father does not make use of his level fields for pastures instead of that hilly one?

Mary. We have some level fields that were pastures last year, but they are cornfields this summer. I asked father why he didn't plough that one too, and he said it is so rough and stony that it is not good for anything but pasture, but the cattle can get enough to eat and so he let them run there every year; but he ploughs up the level pastures sometimes and plants corn and potatoes on them.

T. We have now talked as long as our time will allow. To-morrow we shall talk of the woods and other things you have seen this morning. Try to see something more when coming to school to-morrow. Who can tell me everything we have been learning in this lesson? (Hands raised.) Fanny may try.

Fanny. We have learned about pastures, and brooks, and a spring and hills and meadows, and a swamp.

T. Now I would like to see the hand of every one who can tell what each is, and where we may find some of each.

We observe that in the foregoing lesson nothing has been told the children, nothing learned by them *by rote*, but they have become conscious that they possess a knowledge of certain things, acquired by the use of their own powers of observation, and thus have their attention awakened for future observations and the path to knowledge opened to them. We also find in this simple lesson on a few of the objects accessible in the least varied neighborhood, the basis for the future idea of rivers, lakes, mountains, and plains; and in the use of the rougher and poorer lands for pasturing, but the better for culture, the germ for the future perception of the relation of the physical features of a region to the industries of its people. There still remain to be given lessons on the woodlands, or "woods" as the children call them, in which a little definition would be obtained by comparing them with an orchard as the meadow was compared with the pasture; and they would be noticed by the children as the home for certain animals, and afterward their uses to us found by them. In the same manner there would follow a second lesson on brooks, in which the animals living in the water are noticed, and the uses of brooks to us obtained. In many neighborhoods there will be found in addition to these physical forms, various others, as little waterfalls, valleys, etc. All should be noticed.

[TO BE CONTINUED.]

BRIEF DISCUSSIONS OF WORDS, PHRASES, AND USAGES IN THE ENGLISH LANGUAGE.

BY REV. S. A. CRANE, D. D.

AFTER a few brief remarks on the nature and purpose of language in general, I shall, in this lecture, confine myself to some desultory discussions and illustrations of words and phrases, and of syntactical laws and usages, in the language which we daily speak and write.

Language is that by which men make known to each other their feelings, desires and thoughts. It mainly assumes two forms, *articulate sounds and written characters*. Both the sounds and the characters differ, as they are used by different peoples and nations. *we* used by us constitute the English language. This is now the *sch* of vast multitudes of people. It looks to England for its

birth-place and its name; but it has spread thence to almost every part of the world, and is now spoken in nearly all North America, in large portions of Asia and Africa, in Australia, and in very many of the islands of all the seas. The vast numbers of the people who now speak it, the widely separated and important positions which they occupy on the surface of the globe, the very great extent to which they hold and control the interests of trade and commerce, science and the arts, and are directing and working out the great and difficult problems of social life and political and religious institutions,—and especially the fact that they are nearly all of one and the same race, and that too a race remarkable for its intellect, activity and enterprise; all these considerations unite to invest the English language at this time with a degree of dignity and importance not inferior to that of any other form of speech. For these, and for other reasons to which I cannot now allude, it seems not unlikely that our language is destined hereafter to exert even a wider and more commanding influence on the affairs and history of the world than it hitherto has. That this may not be set down for a dream of imagination, nor a fond illusion of filial affection for our mother-tongue, I will cite the testimony of a German writer as quoted by Trench, who describes him as a profound scholar and a passionate admirer of his own language. “In truth,” says this writer, “the English language may with all right be called a world-language; and appears destined hereafter to prevail with a sway more extensive even than its present over all the portions of the globe. For in wealth, good sense and closeness of structure no other of the languages at this day spoken deserves to be compared with it.”

GROWTH AND DECAY.

Like every thing that has life, every *living* language is subject to laws of growth and decay. It may not be easy, and yet it is exceedingly important, to ascertain these laws. I suppose they are to be sought for in the character and habits of the people. Language is the outward expression of what is inwardly felt or conceived. In the order of nature, feelings and thoughts come first, and words are then formed to give them utterance. Let the mind be well stored with vigorous thoughts and beautiful conceptions, and the linguistic faculties will not fail to furnish a rich, varied and ample wardrobe to give them

fit and becoming attire. So at least thought Milton, when invoking his native language, he says :

" I have some naked thoughts that rove about,
A loudly knock to have their passage out ;
And weary of their place, do only stay
Till thou hast decked them in thy best array."

So long, therefore, as any people shall have intellectual vigor, active and well-disciplined, imagination pure, morals sound, and taste refined, I do not believe there is in the laws of language any thing which will subject it to the process of deterioration. It may in time miss something of the bloom of youth, but it will stand firm in the grace and strength and dignity of manhood. Languages, it is true, have perished. But decay and death *began* in the people that spoke them. These *first* became luxurious, idle and vicious ; and then their language, reduced to the servile work of expressing only their poor and feeble thoughts and gross conceptions, itself grew feeble as they grew corrupt. The degradation of a people necessarily draws after it the decay and corruption of their language.

HISTORIC LIFE OF WORDS.

But besides the intellectual and moral condition of a people there are other causes which exert more or less influence on their language. The primary elements of language are words *written* or *spoken*. These put together, according to the laws of thought and language, constitute sentences ; and sentences in like manner compose volumes. Into these are gathered all the rich harvests of study, investigation and experience. The brilliant fancies and beautiful creations of poesy, the profound researches of philosophy, the grave lessons of history, and more than all, the divine illuminations of Heavenly Wisdom, are all entrusted to the keeping of language, to be *in* it and *by* it preserved and transmitted to all coming generations for instruction, pleasure and improvement. But it is of the highest importance to remember that words thus constructed into sentences are not dead materials like the wood and stones and bricks which men build into walls and houses. Far more fitly may the words of a sentence find their proper analogy in the soldiers that compose a regiment. When you look at that regiment only as a military organization, you do not see all there is there. Every one of those men has a life and history of his own and a family

to which he belongs; and you must become acquainted with these, and follow each man home and see the sphere of usefulness which he fills there, and the strength and tenderness of affection with which he is there held and cherished before you can duly estimate the sum and worth of human life, hope and happiness represented by that body of men. In like manner every word, as it is constructed into a sentence brings with it a life which is its own; and that life has a history which runs back into the earlier ages of the world, revealing its origin and family, and telling more or less of the manners and habits of those times and of the changes which have occurred in its own inner life; and you must have traced out all these, and have carefully considered them, before you are fully prepared to comprehend all the wealth of meaning which historically connects itself with and is contained in a single word.

In the time of Alfred the Great, in England and in many of the northern nations of Europe, it was common for persons of rank to designate their ancestry through the father as the "*swordside*," and through the mother as the "*spindleside*." These designations do us now much good service in helping us to a better understanding of the social and political condition of those times and peoples; revealing to us the fact that war was then the most honorable occupation for men, and that the spindle, the loom and the needle held corresponding rank among the occupations of women. That well-known and significant provision of the Salic law in France, "The crown does not descend to the distaff," not only tells of the warlike and unsettled state of the times, when those old Franks deemed it derogatory to their martial spirit, and unsafe for the nation, that the sceptre should be held by female hands; but it throws light on the social and industrial status of women then and there, for by contrasting, as it does, the "distaff" with the "crown," it clearly brings out the fact, that among the employments of women these domestic manufactures were held to have a noble and even royal distinction.

Our English word *capital*, in the sense of *money*, finds its parentage in the Latin "*caput*," English "*head*." How then comes it to mean money? Merely by a change in that which constitutes or represents *wealth*. In pastoral times property mainly consisted in flocks and herds; and these were counted by the head, *per capita*; and hence the word used to designate these soon came to include all

other possessions, and finally money, which is the representative of property of whatever kind.

Pecuniary is a word of the same class, finding its origin in the Latin "*pecunia*," and that in "*pecus*," a flock; and thus points back to the simplicity of those pastoral ages when riches consisted chiefly in flocks and herds.

[TO BE CONTINUED.]

CONCERNING PLANS OF TEACHING.

Nobody has any right to impose his plan of teaching on his neighbor. There is no method which can call itself *the* method of education. There is only one set of right principles, but there may be ten thousand plans. Every teacher must work for himself as every man of the world works for himself. There is for all men in society only one set of right principles, yet you shall see a thousand men in one town all obeying them, although all, in conduct, absolutely differ from one another. They will present among themselves the widest contrasts and, yet every one may be prospering and making friends. Thompson talks little, avoids company, sticks to a few good friends and does his work in a snug corner. Wilson speaks freely and cheerily, delights in associating with his fellows, and works with a throng of helping hands around him. Jackson is nervous, fidgety and constitutionally irritable; he does his duty, though, and gains his end. Robson, on the contrary, is of an easy temper, lets a worry rest and never touches it when he comes near; he does his duty, too, and gains his end. But let the shy Thompson undertake to make his way in the world by being, like Wilson, sociable and jolly, and he will make himself contemptible by clumsy efforts, and the end of them will be dismal failure. In the school, as in the world, a man must be *himself* if he would have more than a spurious success; he must be modeled upon nobody. The school-master should read books of education, and he may study hard to reason out for himself by their aid, if he can, what are the right principles to go upon. A *principle* that he approves he must adopt; but another man's *plan* that he approves he must assimilate to the nature of his own mind, and of his own school before he can adopt it. Even his school he must so man-

age that it shall admit of a great variety of plan within itself, and suffer him so to work in it as to appeal in the most effective way to the mind of each one of his scholars.

The practical suggestion which arises from this is, that each teacher should take pains not to make an abstraction of himself; but to throw the whole of his individuality into his work; to think out for himself a system that shall be *himself*; that shall be animated by *his* heart and brain, naturally and in every part; that shall beat, as it were, with *his* own pulse, breathe *his* own breath, and, in short, be alive.

The teacher may be mild or sharp, phlegmatic or passionate, gentle or severe; he may thrash or not thrash—but I would rather he not thrash. As men differ and must differ, so must teachers, so must schools. But no man can be a good teacher who is a cut and dried man without any particular character; his individuality must be strongly marked. He should be, of course, a man of unimpeachable integrity, detesting what is base or mean, and, beyond everything, hating a lie. He should have pleasure in his work, be fond of his children, and not think of looking down upon them, but put faith—and that is a main point which many teachers will refuse to uphold—put faith in the good spirit of childhood. He must honor a child or he can not educate it, though he may cram many facts into its head. It is essential also, to the constitution of a good teacher that, whatever his character may be, he shall not be slow. Children are not constituted as to be able to endure slowness patiently. He must also not be destitute of imagination, for he will have quick imaginations to develop and satisfy.

Furthermore, it is essential that he should deeply feel the importance of his office, and utterly disdain to cringe to any parent, or haggle for the price of services that no money can fairly measure. He must be devoted to his work; if he want pleasure and excitement he must find them in the school-room and the study. For it is only when his teaching gives great pleasure to himself, that it can give any pleasure whatever to his pupils. The parent must not grudge to a worthy teacher the most liberal reward that lies within his means. It is not to be supposed that any large body of men can be induced to devote themselves heart and soul to an ill-paid profession, which demands peculiar talents, and expensive training, with a toil both in preparation and in action that can never be remitted.

There is no fault of character, in boy or girl, that can not be destroyed or rendered harmless, if right treatment be applied to it in time ; that is to say, within the first twelve years. We inherit tempers and tendencies which sometimes, when they are neglected, bring us to harm. The bent of character is settled before birth. *Anything* can not be made of any boy or girl, but *something* can be made of every child, which shall be satisfactory, and good, and useful.

Children are wonderfully teachable. They are, however, so created as to require free action and movement—to be incapable of sustaining long continued mental exertion, to be restless. It is not in the constitution of a child to sit, day after day, for three or five consecutive hours. If the school-master subject children to unnatural conditions, and Nature assert herself in any boy or girl more visibly than discipline admires, the teacher, not the child, is then at fault ; and it is he or she—if any one—who should stand in the corner, do an imposition, or be whipped. It is only possible to teach a child well, while accommodating one's ways humbly to the ways of Nature.

ON THE CONSTITUTION OF A SCHOOL.

Since there is no such thing as a plan universal for all teachers ; since each school should maintain its own individuality ; since the school of which the plan is an abstraction is a dead school ; I can only express my notions on this subject by explaining what sort of a crotchet my own notion of school-keeping was, and how it answered. Let me be at the same time careful to iterate, that I do not propose it as a nostrum, but that, on the contrary, I should hold cheaply the wit of any one who copied it exactly in practice. I only want my principles adopted—nothing more.

One notion of mine was, that if children could be interested really in their studies—as they can be—so long as they were treated frankly and led by their affections, the work of education could be carried on entirely without punishment. I had been, as a boy, to many schools, and knew how dread begot deception, and we were all made more or less liars by the cane. Even our magnanimity consisted frequently in lying for each other, and obtaining for ourselves the flogging which impended over our friends. I knew how deceits rotted the whole school intercourse to which I had myself been subject ; how teachers made distrustful, showered about accusations of falsehood ; how we cribbed our lessons, and were led to become shy and mean. I do not mean to lay it down as a principle that schools should be con-

ducted without punishment; I can conceive of a dozen kinds of men who would know how to do good, with a few floggings judiciously administered. But I was not one of the dozen—I should certainly have done harm.

Corporal punishment being abolished, there remain few others. For, I uphold it as a principle, that punishments which consist in transformation of the school-room into a prison, or in treating students and school-books as if they were rocks or thumb-screws—instruments of torture to be applied against misdoers, in the shape of something to write, something to learn—learn, forsooth!—defeat the purposes of education, heap up and aggravate the disgust which it should be the business of a good teacher carefully to remove.—*Indiana School Journal*.

REVERENCE FOR CHILDREN.

“*Maxima debetur puero reverentia.*”—*Juvenal, Sat. xiv.*

TEACHING is the most peculiar of employments; utterly distasteful to some, to others irresistibly attractive. Few teachers abhor the business; for such will not be driven to teach by any pressing events. But some teach with far less interest than others. I lack a genuine enthusiasm in their profession. And perhaps there are few whose interest does not sometimes flag. It does us all good to call to mind occasionally the greatness of our work; and that from the nobleness of the material with which we deal.

Who and what are our pupils? We look into their eyes every day, and what do we see there? How do we estimate these individualities which come to be shaped by us? Such questions are the key-note of our work.

1. Their lack of years is no essential inferiority. Being younger than their teacher is not only no “atrocious crime,” but it brings them a whit below his own level. He has no right to scold them because they are younger. His duty is to guide and instruct those who are just as good as he is. They have been born later, and so are a little behind him in knowledge and experience. To each generation is committed the instruction

niors. The teacher is selected to do the formal part of the work ; the informal, and not less important, is done at home and in the thousand contacts of social life. One of the things to be taught is a proper respect for age ; a universal, half-filial sentiment, which helps to make life beautiful wherever rightly developed. Another most important thing to be taught is submission to just authority. The school is to be in this respect an educator of good citizens who will obey law ; more, it is to prepare the citizen of the universe to bow to the will of God. It will not do to refrain from the exercise of authority in the school-room. One of the chiefest needs of immature years is to learn obedience, to understand the golden motto, "Honor to whom honor."—Because the teacher esteems his pupils so highly he will teach them "manners," and enforce good morals. But let him not do this as with inferiors. The time will come when this difference of years will seem as nothing. When two college graduates, hardly yet in middle life, met at commencement, one said, "I believe I was your tutor," and was taken aback by the reply, "No, I was yours." Suppose you are ten or even twenty years older than your pupil ; he will soon be out in the world by your side, perhaps outshining you. Before you are willing to acknowledge yourself an old man he may be in Congress, making laws for you to obey, or Judge of the Supreme Court, adjudicating on your dearest rights. Doubtless there are now living, in a vigorous activity, some of the pedagogues who feruled the "Bobbin Boy," and the "Farmer Boy." Which does the world deem older now, the "boys" or their teachers ? Chief Justice Chase can find some of his instructors ; would they feel older than he, seeing him in the redeemed seat of Marshal ? So fades, even in this life, the inequality of age. It is an accident, conferring not the slightest gift of superiority.

2. The teacher will do well to remember the possible special greatness of the young minds before him. It is of no use to tell all the boys that they stand a good chance for the White House, or make all the girls believe that they can come to write novels like Uncle Tom's Cabin. It is better far to rouse in them an ambition to do well just what is put within their reach than to excite restless cravings which can never be satisfied. But the teacher may think—can he help thinking ?—"here are spirits which may become instructors and leaders of multitudes." Our institutions, with their free play of motive and of energy, reveal every day such possibilities. Grant and Sher-

man were not very remarkable boys. President Lincoln's early life did not herald him as the man for the greatest crisis of our country's life. There is a possible greatness in many of the boys we instruct. As we ply our arduous work, we can not be sure that we are not molding the souls of future statesmen, of the orators whose "winged words" will enter a million hearts. We need not promise each boy that he shall be a Webster; but what if a greater than he lies latent in the arena of our school-room? The bare possibility is enough to make us bow the head before our pupils. We see the stuff out of which greatness is made. We are fashioning minds which bear the divine seal. We are swaying passions, disciplining tempers, kindling aspirations which have in them the secrets of all human power.

3. But there is a yet deeper reverence. You need not search for germs of special greatness, which after all has so much of mere accident. Bend low before every young soul because it has essential greatness. Reverence the most ignorant mind for its wonderful structure and powers. Say to yourself, here is an immortal being, with capacities for development unending; with mind, heart, and will fashioned for the highest activities; with a conscience to be guided and enlightened; with susceptibilities to exquisite pain—taking shape to-day, this instant, under my forming hand. Young minds are great because all mind is great. The most puerile souls are august because every human soul is a thing of grandeur. Take your most unpromising pupil and with the eyes of a reasonable faith you can see in him or her something nobler than the stars.

Reverence these young beings. Work for them as for the highest of the earth. Love them as your immortal kinsmen.—*California Teacher.*

THE Honolulu papers are discussing the question whether the vernacular of the Sandwich Islands shall be discarded in the National schools for the English language. The official journal is out in favor of the pure English system. Should the project be carried out, as is probable, the Hawaiian language will become extinct within a generation or two.

L I F E.

Life,—life,—'tis a conflict of hopes with fears,
 And of joys with sorrows, of smiles with tears,
 On this changeful earth of ours;
 A conflict as lasting as time shall be,
 From which only the last great day shall free,
 These ever opposing powers.

With varied success the battles are fought;
 Joy victor one day, on the next is taught
 To bow in submission to sorrow.
 Now tears chasing smiles becloud all the way,—
 But happier fate, smiles next win the day,
 And bright beams the sun on the morrow.

The brightest of hopes, the gloomiest fears,
 The cheeriest smiles, the bitterest tears,
 At the best, or at worst, are soon o'er;
 For our Maker shall say: "Return dust to dust,
 And give back the soul that was given in trust,
 For of earth thou shalt now be no more."

Our struggles and conflicts, vain, vain, are they all,
 If from Death's cold embrace there is no recall
 To a happier life 'yond the grave.
 'Twere better to perish at once in the fight,—
 To meet death and the grave and unending night,
 Than life's sorrows and trials to brave.

But praised be God, when life's trials are o'er,
 There's a brighter abode, a "glorified shore,"
 To its rest Christ invites us to come.
 Then welcome life's struggles and conflicts and fears,
 'Tis worth all our pains, all our sorrows and tears,
 To win at the last such a home.

Aug. 8th, 1865.

FRED.

KEEP your mouth shut when you read, when you write, when you listen, when you are in pain, when you are running, when you are riding, and by all means when you are angry. There is no person in society but will find and acknowledge improvement in health and enjoyment from even a temporary attention to this advice.

DR. FRANKLIN meant a good deal when he said, "A good kick out of doors is better than all the rich uncles in the world."

QUESTIONS FOR WRITTEN EXAMINATIONS.

EXAMINATION OF THE GRAMMAR SCHOOLS, CHICAGO, ILL., APRIL, 1865.

SECOND GRADE QUESTIONS.

ARITHMETIC.—*Forty-five Minutes allowed for this Exercise.*

1. How many yards in length of carpeting, that is $\frac{3}{4}$ of a yard wide, will it take to cover a floor that is 27 feet long and 24 feet wide?
2. A man owning 160 acres of land, sells 57 acres, 1 rood, and 15 square rods, and then divides the remainder equally between his four sons. How much land does each son receive?
3. A man digs a cellar 150 feet long, 50 feet wide, and 5 feet deep, upon a contract of 50 cents a cubic yard. How much money does he receive for his work?
4. Find the value of $15.75 \times .018 \div 6$, and give the rule for pointing off in the multiplication and division of decimals.
5. Find the sum of the following numbers :

One hundred units and fifteen thousandths.
 One hundred and five millionths.
 Fifty units and seven hundredths.
 One ten thousandth.
6. Subtract five tenths from one unit and one hundredth.
7. How many bushels of potatoes at six shillings a bushel will it take to pay for 75 yards of cloth at \$2.50 per yard?

GRAMMAR.—*Forty Minutes allowed for this Exercise.*

1. Write one sentence containing a verb which affirms an *action*; one sentence containing a verb which affirms a *state*.
2. Write a sentence containing a *transitive verb*; a sentence containing an *intransitive verb*.
3. Write a sentence about the capture of Richmond which shall contain a verb in the *active voice*, and another sentence which shall convey the same idea by the use of the verb in the *passive voice*.
4. Write a sentence containing the verb *go* in the indicative mode, perfect tense, third person, plural number; one containing the verb *come* in the subjunctive mode, pluperfect tense, first person, singular number.
5. Correct all the auxiliaries that need correction in the following sentences, and state which need no correction.
 1. I will drown, for nobody shall help me.
 2. May I leave the room?
 3. Thou might have been promoted last month if thou hadst studied.
 4. I was at home before he has left.

HISTORY.—*Thirty Minutes allowed for this Exercise.*

1. From what port, in what year, and with how many vessels, did Columbus sail?
2. What large river was discovered by Ferdinand de Soto, and what portion of the present United States did he traverse before its discovery?

3. What settlement was made in the year 1607, and by whom was the settlement made?
4. From what country, and for what purpose, did the Pilgrim Fathers emigrate?
5. What do you know about New England Witchcraft?

SPELLING. — Benefited, maintenance, receptacle, supersede, precede, proceed, independence, surrender, indelible, deleble.

THIRD GRADE QUESTIONS.

ARITHMETIC.—*Forty-five Minutes allowed for this Exercise.*

1. Multiply the sum of one million sixteen thousand four hundred and six, and five hundred twenty-five thousand and nineteen, by one thousand and eight.
2. Having the divisor, the quotient and remainder, how will you find the dividend.
3. Divide the difference between one thousand one hundred and sixteen, and nine hundred and eighteen, by thirty-seven.
4. Find the least common denominator for the following fractions: one-half, five-sixths, thirteen-eighteenths, and eleven-twelfths.
5. Subtract $11\frac{1}{2}$ from $17\frac{3}{4}$.
6. Give the rule for finding the least common multiple of two or more numbers; and find by the rule given the least common multiple of 15, 9, 12 and 36.
7. Find the value of $\frac{3}{4} \times 5 - 6 \div \frac{1}{2}$, and give the rule for division of fractions.

GRAMMAR.—*Forty Minutes allowed to this Exercise.*

1. Define a vowel; define a consonant.
2. Give one *Rule of Spelling*, with an illustration; give one *Rule of Syllabication*, with an illustration.
3. Write one sentence, containing all the Parts of Speech, and underline the *adjectives, pronouns and prepositions*.
4. Write the correlative of each of the following words: *Father, niece, heir, executor, hero, man-singer*.
5. Compare the following adjectives: *Good, holy, benevolent, bad, able*.

GEOGRAPHY.—*Thirty Minutes allowed for this Exercise.*

1. Give the name and the location of the capital of each of the following States; The largest State in the Union; the smallest State in the Union; the most populous State; the State last admitted to the Union.
2. Draw a map of the State in which you were born, if in the United States; if you were not born in the United States, draw a map of the State east of Illinois.
3. Bound the State of which Richmond is the capital.
4. Name the States that lie upon the eastern bank of the Mississippi river, in their order, commencing with the one farthest north.
5. Name and describe at least two of the principal mountain ranges in North America.

SPELLING. — Lieutenant, forfeiture, reservoir, brigadier, rehearsal, dungeon, emaciate, acquaintance, obeisance, rheumatic.

EDUCATIONAL INTELLIGENCE.

THE FIRST STEAMBOAT.—About the year 1794, there was a man living in Providence named Elijah Ormsbee. He was born in Rehoboth, but had worked for a season near Albany. While there, his observation of the difficulty of navigating the Hudson by sails alone, led him to think of steam as a propelling power. While employed at Cranston, repairing a large steam engine employed for pumping water from an ore bed, he was called on by David Wilkinson, and communicated to him the idea of a steamboat. He offered to furnish the boat, provided Mr. Wilkinson would provide the engine. The proposition was accepted. Mr. Wilkinson went home, made his patterns, cast and bored the cylinders, suggested two plans of paddles, and the boat was finished. At a retired place called Winsor's Grove, about three miles and a half from Providence, Ormsbee completed his arrangements, and, on one pleasant evening, made his first trip to Providence. On the following day, he went in his steamboat to Pawtucket to show her to his friends, and the two ingenious mechanics exhibited her between the two bridges. "After our frolic was over," says Mr. Wilkinson, in writing of the matter more than half a century afterwards, "being short of funds, we hauled the boat up and gave it over."

It is fair to claim that had the Pawtucket been a larger stream, so that steam had been as important for it as for the Hudson, or had some discerning capitalist been ready to afford the pecuniary aid needful for testing and perfecting the invention, the chaplet that adorned the head of Fulton might have been woven over the brows of Wilkinson and Ormsbee, and the Pawtucket river Narragansett bay would have had an additional claim to fame.—*Centennial Address, North Providence.*

MUSICAL INSTRUMENTS FOR SCHOOLS.—In the school-room, music is invaluable as a study and as a recreation, and is fast becoming appreciated as a means of moral, mental and physical culture.

The chief obstacles to the general use of music in schools has been the difficulty of introducing it without the aid of a suitable instrument, and the considerable expense thus involved; the cost of a good piano-forte placing it out of the reach of many, while the various reed instruments, procurable at less prices, have often been unsatisfactory. Recently, however, an instrument of the latter class has appeared, which is worthy of high commendation, and as it seems to be a suitable instrument, of moderate cost, we feel that in directing attention to it, and pointing out its peculiar features, we shall be advancing the interests of our schools. We allude to the Mason & Hamlin "Cabinet Organs." In these instruments the tone is produced by a vibrating metallic tongue, or "reed," as in the melodeon, but with a difference in the relative length and thickness, insuring better results. The quality of voice is remarkable, being round, smooth and free from the thinness of tone by which the reed is usually characterized.

In other respects, also, improvements have been made; but we particularly advert to only a few points, showing the advantages of the cabinet organ as a school instrument.

Obviously, one of the first objects in musical instruction is to give the learner clear and accurate ideas of what is technically termed the *pitch* of musical tones. As there is no worse musical fault than that of singing out of tune, it is evidently of the greatest importance that the ear and other organs of the pupils should, from the beginning, be correctly and carefully trained. This must be done by the constant presentation of a correct model. For this purpose the teacher's voice can not be entirely relied upon; it would be too great a task for his vocal organs, and, moreover, very few are sufficiently accurate in this respect to serve as models for imitation. On the other hand, if an instrument is good and in tune, it can be depended upon for something like mathematical accuracy in pitch. The piano, manifestly, is too liable to be out of tune. It is easily affected by changes in the temperature and humidity of the atmosphere, and to be kept in tune requires a degree of attention which in most schools is impracticable.

Now, it is one of the merits of the Cabinet Organs, and it will be seen that it is a great one, that their tones, being produced by reeds, have very little liability to vary in pitch. They are not affected in any material degree by atmospheric changes. Hence this instrument is an appropriate model with which to train the ear, as it admirably retains its accuracy. In one of the musical journals, the experienced teacher Mr. George F. Root alludes to this subject, stating that he has observed much more accuracy in pitch in the singing of those who, while studying music, had practiced with an instrument not liable to be out of tune.

We have enlarged upon this one advantage of the Cabinet Organs, because it will not be likely to receive the attention which more obvious features will secure. But it has other advantages,—great power of expression, quickness of utterance, and a steadiness and roundness of tone admirably adapted to sustain and guide the voice and illustrate differences in musical rhythm.

Affording these advantages at a moderate cost, the Cabinet Organ is certainly worthy the attention of all who are interested in school music.—*Am. Ed. Monthly*.

EDUCATIONAL APPOINTMENT.—D. W. Stevens, A. M., of Mansfield, has been elected Superintendent of Schools in the city of Fall River, and accepted the position. Mr. Stevens has been for many years prominently identified with the cause of education, in which he has shown himself an enlightened and devoted laborer. For the last four or five years he has conducted successfully the Literary and Scientific School at Mansfield, which has just closed its most prosperous Summer term, with an excellent prospect for the future, should it be placed in equally competent hands; and he was, also, at the time of his present appointment, the Superintendent of the Public Schools for that town. A gentleman of thorough education and decided tastes for scientific study and educational pursuits, as well as of large experience in his chosen field of labor, we doubt if a more fortunate selection could have been made for the position named, which, we trust, may prove to be both pleasant and remunerative.—*Taunton (Mass.) Daily Gazette*. ●

A Frenchman has just discovered the process of fixing the natural colors of objects photographed.

LARGEST CITY IN THE WORLD.—If the following account is true, London is no longer the metropolis of our planet. That distinction belongs to the Japanese city of Jeddo, which a correspondent of the *Boston Traveller* thus describes :

“ But what shall I say of this greatest and most singular of all cities? A volume is needed to describe it without attempting to give its history. I have read of old Ninevah and Babylon below the ground, and seen and handled the works of art which have been disinterred, and created so much admiration on both sides of the Atlantic; but one living Jeddo above the ground is worth a hundred old foggy cities below it. I cannot give you an idea of it, it is so unique, so unlike everything except itself, and so impossible, as you will think.

“ I have seen several places of interest, and maintained a cool head, but I was bewildered and confounded when I saw this. It is situated on the western shore of this charming gulf, twenty miles wide by twenty-four long, to which the Lake Tiberias is nothing, except in the sacred feet which once trod its shores. It stretches for twenty miles or more along a beach of a semi-circular form, with its horns turned outward, and along which a street extends, crowded with blocks of stores and houses, and teeming with moving crowds, while shop-keepers, artisans, women and children seem equally numerous within doors and at the doors. Indeed, a dozen or fifteen miles might be added to the city in this direction, since there is nothing but an unbroken succession of towns and villages for this distance, which are as populous and well-built as the city itself.

“ In crossing the city from the shore to the western outskirts I have walked two miles and a half, and then proceeded on horseback for ten miles further, making twelve miles and a half, while in other places it may be wider. According to the lowest estimate, the city covers an area equal to seven of the New England farming towns, which are usually six miles square. And all is traversed by streets, usually wide, well constructed, perfectly neat, and cross each other at right angles; streets lined with houses and stores as compactly as they can be built, and crowded with moving and stationary masses, as thick as in Washington street, or New York Broadway, at least for considerable distances. The population is estimated generally at three millions, which Mr. Harris, our minister, thinks is no exaggeration. For my part, judging from what I have seen when I have gone into the heart of the city, and crossed the city from side to side, I should be willing to add as many millions more; for the living, moving masses, seen from sunrise to sunset, and everywhere the same, fairly seemed beyond computation.”

POPULATION OF NORTH PROVIDENCE.—By an examination of the census of the Colony of Rhode Island, in the year 1774, nine years after the incorporation of our town, I find that the population of North Providence consisted of 138 families. Of this population there were of whites, 792; of Indians, 7; of blacks, 31; making a total of 830. Of the heads of families, 132 were males, and 6 females.

It may not be uninteresting to note here that the population of our town by the late census, taken five years ago, was 11,820 souls. In 86 years, therefore, it has increased more than fourteen fold.—*Centennial Address.*

RATES of Tuition per scholar in 1864: In Boston, \$15.77; Chicago, \$13.55; Cincinnati, \$12.15; San Francisco, \$21; Providence, —.

PERSONAL.

Mrs. LYDIA H. SIGOURNEY, one of the best known of American poets, died at Hartford, Conn., on Saturday, June 10th, aged 84 years. Her poems, by their religious and evangelical spirit, won a high place in the affections of the common people, and some of them, doubtless, will long be cherished in American literature as among the best productions of the class of writers to which she belonged.

Miss MARIA MITCHELL, widely known in the scientific world as the discoverer of a comet, bearing her name, and for which she received a gold medal from the King of Denmark, together with the still more honorable approbation of the savans of Europe, is to be Professor of Astronomy in the Vassar Female College, at Poughkeepsie N. Y.

THE town of Exeter, N. H., has received information that William Robinson, Esq., a native of that place, who died in Augusta, Ga., in 1864, left property amounting to about \$160,000 for the purpose of founding a female school for the use of Exeter.

MR. J. C. PELTON, Principal of the Rincon Grammar School has been elected Superintendent of Public Schools of San Francisco.

DIED, in South Coventry, Conn., August 16th, M. AUSTANIA BARCOCK, aged 31 years. Teacher in Bridgham School, Providence.

SALARIES of Teachers in San Francisco: Principal High School, \$2,500; Teacher of Mathematics, \$2,400; Teacher of Classics, \$2,400. Grammar Masters, each, \$2,100; Sub-Masters, each, \$1,500; Assistants, (female), each, \$960. One Principal Primary Schools, (male), \$1,500; five Principals Primary Schools, (female), \$1,020; Assistants, \$810 to \$870.

THE Emperor Napoleon III. recently had a quiet evening with a few friends. In the course of conversation he remarked that it was very hard to define *savant*. "I don't think so," retorted M. Drouyn de Lhuys; "I propose this definition: A *savant* is a man who knows all that the world doesn't know, and who is ignorant of what all the world knows."

CIPHERING.—A youngster, while perusing a chapter of Genesis, turning to his mother inquired whether the people in those days "used to do the sums on the 'ground.'" He accounted for his question by reading the passage, "And the sons of men multiplied upon the face of the earth."

THE Chinese do not approve of any change in school books, for in China, every school boy begins his studies with the "First Three Books," which have been in the schools already three thousand years.

HARVARD COLLEGE is at last separated from the State. The law passed by the Massachusetts Legislature provides that the overseers shall be elected annually, and that the alumni, regular and honorary, shall have the right to vote for them, except that no alumnus can vote until five years after his graduation. No member of the faculty or the corporation can be chosen overseer. The Governor and other State officers are no longer ex-officio members of the board.

MR. DOUGLAS, in his great debate with Mr. Lincoln, accused him of tending his bar alluding to his keeping a grocery store. "True," said Mr. Lincoln, "the judge and I have both tended bar—I on the inside, he on the outside."

OUR BOOK TABLE.

[Received from George H. Whitney.]

THE MAN WITHOUT A COUNTRY. Boston: Ticknor & Fields, 1865. 23 pp., paper cover. 10 cents.

SONGS FOR ALL SEASONS, by Alfred Tennyson. Ticknor & Fields, publishers, Boston, 1865. 84 pp., paper. 50 cents.

We are pleased with these little books. Not too large for the pocket, readable and attractive, were worthy of due respect by reason of authorship and origin, they fairly claim to be purchased and enjoyed even by men of means as slender as a schoolmaster's in town or country. The enjoyment of them is a pleasant and healthy occupation for a spare hour.

WE have received the Superintendent's Report and the Regulations of Public Schools of San Francisco. Whole number of pupils enrolled in the schools, 10,900. Percentage of attendance, 92. The condition of most of the schools is reported excellent. The Superintendent makes wise suggestions as to changes in the school system in several important points, which we have not room to note. He discusses the question of separate and mixed schools for girls and boys, but leaves it unsettled as to the best plan to be adopted. He recommends the daily reading of the Scriptures in all of the schools, from which they have been hitherto discarded on account of the character and prejudices of the first settlers of California.

MIRAMICHI; *A Story of the Miramichi Valley, New Brunswick.* Loring, publisher, Boston.

This story is intended for those who desire pleasing yet not unprofitable reading when hurrying through the dust and heat at this season in a railroad car. Miramichi was a rough country forty years ago, and its inhabitants were rude, but it has some diamonds though rough the setting. The character of the good missionaries Mr. Norton, is worthy of imitation. The Lansdownes, Dubois and Micah, keep up the interest of the book to the end.

OUR BOOK TABLE.

THE GAYWORTHYS. A story of Threads and Thrums. By the author of "Faith Gartney's Girlhood." Loring, publisher, Boston.

Those who have read "Boys of Chequasset" and "Faith Gartney's Girlhood," will be prepared to find "The Gayworthys" a *pleasing* and *entertaining* book; but it is much more than this. It is highly instructive. Mrs. Whitney analyzes the thoughts, feelings and sentiments of human nature with great discrimination. The characters are numerous, but each maintains its own identity throughout the work, and illustrates a peculiar phase of humanity. Most of the characters represented are actuated by the higher motives, subjected to the crosses of adverse circumstances; and those whose motives are less elevated cannot exert a hurtful influence on the reader. There are Jane Gau's in every community, and they may be benefited by seeing their own portrait on exhibition. We have always thought that it was unprofitable to discuss foreordination, predestination and election, but if any will question these mysteries, we would refer them to Sarah Gau's discourse with Blakmore and Gersham. Could such souls always meet with such preachers, the world would be the better.

We hope Mrs. Whitney will give her pen but a brief rest.

LIFE OF HORACE MANN. By his Wife. Boston: J. Walker, Fuller & Co. 1865. pp. 602.

Here is a work which we have awaited publication with much interest. Horace Mann was one of the conscientious, indefatigable, progressive geniuses of our age and times. He became an object of our respect and admiration years ago, upon his first introduction into Congress, before we were as conversant with his herculean labors in behalf of popular education as we have since become. In fact, we did not dream of the extent of his efforts and sufferings in that great cause until we ran through this interesting book. We admired his moral courage, his love of right as he understood it, and his self-sacrificing devotion to it.

Born in Franklin, Mass., in 1796, and educated in our own Brown University, taking his first companion and early love from among our own families, he seems to be identified with us as well as with the State of his birth. His labors for his native State, however, have identified him with all its educational interests, but more particularly with the Normal School system, which his own indomitable energy carried through and settled upon a firm basis in spite of great opposition. Subsequently assuming the Presidency of Antioch College, he gave a wealth of love, energy and devotion to it which exhausted his physical power, and in the midst of his labors and usefulness he died like a Christian at his post of duty.

The "Life" is of course composed largely of quotations from his journal, his letters, and whatever of data would show the man just as he was. A sharp, critical and independent thinker, one is not surprised at his severe thrusts at "Orthodoxy," as he termed it, and yet the reader wishes some of it might have been eliminated in the spirit of that charity which the good man himself so ardently inculcated as a *grace*. He became a profound disciple of Combe, and a personal friend and correspondent of that learned philosopher. We read the account of his last hours with a thrill of admiration, thanks for such a death, and sorrow that such a man could not have lived to gather a greater harvest from his mature powers.

The work is very finely published in library style, and is every way a credit to the enterprising publishers.—*Providence Press.*

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
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
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THE
RHODE ISLAND SCHOOLMASTER.
OCTOBER, 1865.

VOLUME ELEVEN.

NUMBER TEN.

[Continued from page 185, September Number.]

**BRIEF DISCUSSIONS OF WORDS, PHRASES, AND USAGES IN THE
ENGLISH LANGUAGE.**

BY REV. S. A. CRANE, D. D.

WRITTEN LANGUAGE.

IN the illustrations already given, we have seen how words have their roots in the past ; and how their import is made larger and richer and clearer to us, when once we come to have a knowledge of their origin and history. It is, however, only through the permanent forms of *written* language that we derive this benefit. So many and sudden are the changes in mere *spoken* language, that it seems very questionable whether any extensive and stable acquisitions could be made in art, science, and social improvement, without some aid from writing. This fixes and preserves the words and forms of speech, and through them the thoughts, the methods and results of reasoning, the creations of art, the industrial inventions and social improvements of one period, to be the common inheritance of all coming time ; and enables us to trace words and forms of speech back through centuries and nations and races of men, and to gather from them rich and varied treasures of wisdom.

Hence the importance of guarding our *written* language, as much as may be, from all those alterations in spelling, in verbal forms, and in syntactical usages, which ignorant and self-confident innovators

and rash reformers are always striving to force upon it. Most of these attempts are direct assaults upon the historic life of our language, and ought to be resisted as a man would resist an attack upon his family estate ; for our language is a part, and a most valuable part, of our ancestral inheritance. These changes cut off words from their roots, and forms of speech from their historic origin ; and leave them to wither and die as surely as a branch, when it has been torn from the stem where it grew.

ORTHOGRAPHY.

The importance of keeping the orthography of our words true to their origin and history may be seen in the word *Europe*. This name was assigned to this quarter of the globe by the Asiatic Greeks to denote the broad surface of beautiful land which stretched out to their view along the northern shores of the Mediterranean. This source of the name is preserved to us in its orthography, the three first letters of which reveal to us the Greek "Eurus," "broad," and the three last the Greek "Ops," "face." Now the phonetic method of spelling, which reduces this word to four letters, "urus," obliterates every trace of its origin ; and of necessity takes out of it all the instruction and interesting story which it now tells. Crushed and maimed by this engine of torture, it is no longer an historic word, fresh with fruit and beauty, but only a dry and barren name.

So, too, in the common words, *Geography*, *Orthography*, *Magnify*, their meaning is disclosed by the form of the termination, that of the first two suggesting the idea of *writing*, and that of the last one, the idea of *making*. Now, change the final syllable, *phy*, into *fy*, and you have not only destroyed the etymological and historic life of the words, but you have given them a misleading form, suggesting a wrong sense, that of *making* instead of that of *writing*.

These instances quite sufficiently evince that it is not a new whim of scholars, or a desire to magnify the importance of classical learning, which induces them to contend so earnestly for the true etymological spelling of our words ; for in this we have the best safeguard for the proper and settled meaning of those words, and the stability of our language.

PHRASES AND SYNTAX.

In the construction of sentences, too, there is the same need of adhering to established usage. In every language there are many

forms of expression, both *spoken* and *written*, which cannot be reduced to its general rules. *Our* language abounds in them. Some of them are the freshest, raciest and strongest utterances which we have. We can not afford to lose them. They are refractory subjects,—*rebels* if you will ; but far better is it to let them hold their place in the language just as they are, than to encounter the inevitable losses and unseemly botchings which must follow upon any attempt to redeem them to grammatical and syntactical rules. Such anomalies in language are technically called idioms, and with more restriction Idiotisms.

Of these anomalous forms which have been always in use in our language one example is met with in such phrases as these, “the ship is loading,” “the house is building,” where the form is supposed to be *active*, but the meaning *passive*. It has been attempted, (and I think *now* with more success than ever before,) to reduce this to the regular forms of verbal inflection by saying, “the ship is being loaded,” “the house is being built.” It is not denied that this form may be used ; nor that it has the appearance of greater regularity. The objection to it stands on two grounds. First, the advocates of this innovation insist upon its adoption as a substitute to the entire exclusion of an older and stronger form of speech ; and thus threaten both to weaken the language and break its historic continuity. Secondly, it is in most cases a feeble form of expression ; and when attempted to be carried through all the moods and tenses, must introduce many clumsy and ungraceful combinations of words ; for to follow out the principle we must go on and say, “the ship has been being loaded,” “would have been being loaded,” “will be being loaded,” and the like. We thus introduce a host of grammatical abominations with sore loss to the language both in strength and grace. Take the old form, “the ship will be loading to-morrow,” and compare it with the new, “the ship will be being loaded to-morrow.” Can any man of scholarly taste hesitate for a moment in choosing between them ?

Should it still be insisted that this anomaly must be made to conform to grammatical rules, perhaps the demand will be sufficiently answered, if we say that in the phrase under discussion, “*building*” is not a verbal inflection, but a gerundial noun taking the preposition “*in*” before it. In this way king James’ translators of the Bible use it : “Forty and six years was this temple *in building*.” We have only to suppose these phrases elliptical, and to supply “*in*,” “*in*

course of," "*in process of*," and all the grammatical difficulty vanishes at once. In fact does not the proposed correction require the same grammatical treatment? If we say, "the house is *being built*," how shall we *parse* it? Clearly, "*being built*" is not a verbal inflection to be joined with "*us*," thus making a passive verb. Have we not *here* as *before* to supply the ellipsis, and make out the grammar by saying, "the house is in course of being built?" If, however, in the phrases under consideration we regard "*building*" and "*being built*" simply as participals; still, we think, the preference is clearly to be given to the former on the ground of being stronger and more graceful, and of having the advantage of long-settled usage in its favor. In the "*usses loquendi*" of the classic languages, there is abundant authority for attributing a *passive* sense to an *active* form, and *vice versa*. In Latin the former supine is commonly used in an active, and the latter in a passive sense, but sometimes the contrary. In Virgil, "*facilem virtutem*," is construed by writers both actively and passively. Several Greek verbs give us *active* forms with a *passive* sense. In English a *riding-horse* is a horse *to be ridden*. "He was denied admittance," "He was refused a hearing," are utterances supported by the best authority; and yet they ascribe an active force to a passive form. On these grounds, therefore, notwithstanding its confessed deviation from the general rule, we cling fast to the good old English usage, and say "*the house is building*"; while we are disposed to accord no more than an unwelcome toleration to its usurping rival.

THE JOLLY OLD PEDAGOGUE.

'Twas a jolly old pedagogue, long ago,
 Tall and slender and sallow and dry;
 His form was bent and his gait was slow,
 His long thin hair was as white as snow,
 But a wonderful twinkle shown in his eye;
 And he sung every night as he went to bed,
 "Let us be happy down here below;
 The living should live, tho' the dead be dead,"
 Said the jolly old pedagogue, long ago.

He taught his scholars the rule of three,
 Writing, and reading, and history, too;

He took the little ones up on his knee,
For a kind old heart in his breast had he,
And the wants of the littlest child he knew ;
" Learn while you are young," he often said,
" There's much to enjoy, down here below ;
Life for the living, and rest for the dead,"
Said the jolly old pedagogue, long ago.

With the stupidest boys he was kind and cool,
Speaking only in gentlest tones ;
The rod was hardly known in his school ;
Whipping to him, was a barbarous rule,
And two hard work for his poor old bones ;
Besides, it was painful, he sometimes said,
" We should make life pleasant here below ;
The living need charity more than the dead,"
Said the jolly old pedagogue, long ago.

He lived in the house by the hawthorn lane,
With roses and woodbine over the door ;
His rooms were quiet, and neat and plain,
But a spirit of comfort there held reign
And made him forget he was old and poor ;
" I need so little," he often said ;
" And my friends and relatives here below
Won't litigate over me when I am dead,"
Said the jolly old pedagogue, long ago.

But the pleasantest times that he had, of all,
Were the sociable hours he used to pass
With his chair tipped back to a neighbor's wall,
Making an unceremonious call,
Over a pipe and a friendly glass ;
This was the finest pleasure, he said,
Of the many he tasted, here below ;
" Who has no cronies, had better be dead,"
Said the jolly old pedagogue, long ago.

Then the jolly old pedagogue's wrinkled face
Melted all over in sunshiny smiles ;
He stirred his glass with an old school grace,
Chuckled, and sipped, and pratted apace,
Till the house grew merry from cellar to tiles.
" I'm a pretty old man," he gently said ;
" I have lingered a long time, here below ;
But my heart is fresh, if my youth is dead,"
Said the jolly old pedagogue, long ago.

He smoked his pipe in the balmy air
 Every night when the sun went down,
 While the soft wind played in his silvery hair,
 Leaving its tenderest kisses there
 On the jolly old pedagogue's jolly old crown,
 And feeling the kisses, he smiled and said
 "Twas a glorious world down here below ;
 "Why wait for happiness till we are dead ?"
 Said the jolly old pedagogue, long ago.

He sat at his door one midsummer night,
 After the sun had sunk in the west,
 And the lingering beams of golden light
 Made his kindly old face look warm and bright,
 While the odorous night wind whispered "rest !"
 Gently, gently he bowed his head ;
 There were angels waiting for him, I know ;
 He was sure of his happiness, living or dead,
 This jolly old pedagogue, long ago !

[Continued from page 181, September Number.]

From the American Educational Monthly.

HOW SHALL WE TEACH GEOGRAPHY ?

II. The Industries of the Locality.—The lessons on the physical geography of the locality would be followed by lessons on the industries of its people, thus presenting a simple idea of the conditions of civilized life. The following lesson will serve to suggest the proper manner of carrying on these conversations.

Teacher. We have now had a number of lessons in which we have been learning about the lands, and the waters, the plants, and animals around us. Can you remember anything which we see every day and many times in the day which we have not yet talked about.

Children. Houses, fences, roads, etc.

T. You have none of you named what I was thinking of, but I think you will find it soon. What are houses for ?

Children. For people to live in.

James. We haven't talked about *people* yet !

T. That is just what I want to talk about to-day. Why don't people live in the fields like the horses and cattle, or in the woods like the birds and animals ?

Chas. They would be out in all the storms and cold, and maybe they would get sick.

Fanny. They wouldn't have any place to keep their clothes, and their food, books, and other things in, and they would all be spoiled.

T. Now can any one tell me why people build houses to live in?

John. (After thinking a moment.) To *shelter them* from the storms and cold, and keep their goods safe.

T. We have now found that people need *shelter*, and therefore they build houses. Do we need anything besides shelter? Suppose you each had a large fine house to shelter you and had nothing in the world else. Do you think you would be very comfortable?

Chas. We should starve if we did not have something to *eat*.

Susan. We would want clothes to wear.

Fanny. We would want beds to sleep in.

Children. And tables, and chairs, and dishes.

T. Let us talk about the food first. Where does our food come from?

James. Father raises corn, and wheat, and potatoes, in the summer; and in the winter he fattens hogs and kills them for pork, and sometimes he kills a cow for beef, and sometimes a sheep for mutton.

T. Where does your father get the hogs, and cows, and sheep?

James. He raises them on the farm.

T. What do you mean by the *farm*?

James. I mean father's land, where he raises his crops, and his cattle, and sheep, and horses, and pigs.

T. That is very well. Now can some one tell me what people are called who, like James's father, have farms, and spend their time taking care of them and raising things upon them, and what their work is called?

Chas. They are *farmers*, and such work is called farming.

T. Then it is by *farming* that the farmers get their food. You said we wanted clothing too. How are the farmers to get that?

Susan. Mother spins wool and makes it into clothes.

T. But are the clothes we wear on a hot summer day like this, made of wool?

Mary. No, they are cotton.

T. Where does your mother get the cotton cloth.

Mary. She buys it at the store with butter and eggs.

T. Now try to remember everything you have at home that your father and mother can not raise nor make on the farm but must buy. (Sugar, furniture, books, etc., are named.) How do your father and mother pay for these?

John. Father always has a "great lot" of wheat and corn, more than we want, and he sells what he has to spare, and has the money to buy other things with.

Chas. And my father sells "lots" of wool, and some cows, and horses every year. That is the way he got money to build our new house.

T. Then it is by *farming*, that the farmers get not only food but their clothing and all their living. Now can you think of any one who gets a living in any other way?

John. Mr. Brown makes shoes.

James. Mr. Gray has a saw-mill, and he buys logs from the farmers' woods and saws them into lumber and sells the lumber. And sometimes he makes lumber for the farmers, and they pay him for it.

George. My father has a grist-mill, and he "grinds" for the farmers, and they pay him in flour; and sometimes he buys what wheat they have to spare, and grinds it and packs the flour into barrels and sells it.

(Other examples of manufacturing people are given, as the blacksmith, the cloth-dresser, the cabinet-maker, etc.)

T. We have then quite a number of people about us who are not farmers, but spend all their time *making* articles of different kinds out of things which they buy from the farmers or other people. How do they get their food?

James. They sell some of the things they make to the farmers, who don't have time to make them for themselves, and then the farmers sell them the things they want.

T. Here then is a second way of getting a living, that is by *making things* and selling them to other people who can't well make them for themselves. Can you recollect any one who gets a living in still another way?

George. Mr. Shaw keeps a store. He buys goods in the city and brings them here and sells them to the farmers and the village people.

John. Mr. Smith has a stone-quarry where he gets large nice stones, such as they cover the road-side with in the village.

These two ideas discussed in a manner similar to that of manufacturing, will make the children acquainted with a simple phase of the two other great resources by which the material wants of civilized life are supplied, that is, mining and commerce.

Then a little talk about the work of the school-room, and of the church, will present to their minds another class of wants, the supplying of which affords a livelihood to another class of persons. Now a little talk about the Constable and Justice of the Peace of the neighborhood, whom all country children know to be employed in keeping disorderly people in order, will give them a first glimpse of a system of government that controls all the people just as the rules of school control the scholar.

There will, therefore, be found here in these simple things, with which the children are just as familiar as with the faces of their companions, the means for the future illustration of the whole organization of civilized society,—that is, a division of labor in the great business of supplying our bodily wants, provision for intellectual and moral culture, and a system of government controlling and directing all things for the greatest good of every class of the people.

III. Position and Distance.—After these lessons on the country, in the midst of which the children live, there would follow lessons in which they are taught to determine the cardinal and semi-cardinal points of the horizon, by reference to the rising and setting sun. This should be applied by them in determining the direction of each home from the school, and if the teacher desire, of the several homes from each of those nearest it.

Next would be lessons on extent, in which they are taught to recognize and draw the inch, the foot, and the yard, and for practice find the several horizontal dimensions of the school-room, and its surrounding lot, the length, breadth, and height of articles of the school-room furniture; the distance of the fixed pieces from each other, and from the walls, etc.; the width of doors and windows, and their distance from each other, and the corners near them. The mile, half-mile and quarter-mile, they will learn approximately by ascertaining the distances of their homes from school. It is desirable that they should, if practicable, learn it absolutely by actual measurement, and thus have a correct standard to which to refer distances that may be given them in future study. These lessons on the points of compass and on extent are necessary as a preparation for the maps they are now to construct.

IV. Maps.—The first idea of a map should be given by drawing the school-room. The children have, as will be perceived, all the data necessary, that is, they know the size of the room, and the position of all its furniture, and the size, and position of its doors and windows. They have but to determine upon a scale, the need of which they will see from the impossibility of making the map the size of the room; to be told that the north side is to be placed at the top of the map, etc., and they can commence work. As the map of the neighborhood or school-district is a little more difficult, the following may be of value in indicating the manner in which such a lesson is given.

T. Now that we have learned all about the forms of the land around us, and the position of the buildings, the streams and other things, we will draw upon the board a map that shall show how they are all placed together. In drawing the map of our school-room, we found the length and the width of the room by measuring it, and then we drew one inch in length and width on the map for every foot in the room. Let us find how large a country we are to map now. Who lives furthest from the school on the north? (Hands raised.) How far to your home, Mary?

Mary. One mile.

T. Who lives furthest on the south? How far to your home, John?

John. A mile and a half.

T. How far then from Mary's home to John's?

Children. Two miles and a half.

T. Now there are very many feet in every mile. Do you think we shall be able to draw one inch for every foot in this map? That would be impossible. We will draw instead only one foot for every mile. What then will stand for half a mile? What for a quarter? Our school-district does not have walls to begin with, as the school-house has, but it has roads on each side of it, and several crossing it, which will answer just as well; for when we have these we can easily put the houses in their place beside them. In what direction does this road that passes the school-house extend?

Children. North and south.

T. Mary lives one mile north from the school. How long then, and on which side of this mark, which I place for the school-house, shall I draw the line for the road?

Children. Draw it one foot toward the top of the board.

T. Now I have drawn it. On which side of it is your house, Mary? Here is the mark for the house. John, will you tell me how to draw the road to your house?

John. It goes south just a little way, just a few yards, then ends, and I go on the State road east about the same distance, and then another road goes straight south to our house.

T. Then how long am I to draw that south road?

John. A foot and a half, for the little turns don't count anything in a mile and a half.

The road was then drawn, and the house located as before. In the same way was found the greatest distance to be drawn on the State road to the east, and to the west; then the position and length of the little cross-roads leading off from each. This being done, the point at which the several little streams crossed the roads was given by the children most familiar with each. Then the children living between the school-house and these extremes, located their homes; then the public buildings of the neighborhood, the inn, church, post-office, etc., were located at the proper distance from the school-house. Then followed the little groves belonging to each farm, the marshes, etc., the map produced giving with tolerable correctness the topography of the district.

The children may now be encouraged to make at home, under the direction of their parents, maps of the farms on which they live. This will not only have the advantage of giving to the children additional practice of a pleasing kind, but it will also please their parents, and awaken in them an interest in the work of the school. The great value of these exercises, in a geographical point of view, is the practice they give in determining relative positions in the comparison and estimation of distances, and in the constant association of the map with the region represented, which is as we have seen so essential to the correct use of the map in future. When a habit of accuracy in these respects is thoroughly formed, a great step is taken in preparation for the future systematic course of geography. The child has now obtained all his own locality has to give him, and may enter on his journeys, being prepared to derive the greatest possible benefit from them.

NONE are so fond of secrets as those who don't mean to keep them; such persons covet secrets as a spendthrift covets money, for the purpose of circulation.

PENMANSHIP IN THE COMMON SCHOOLS.

BY H. W. ELLSWORTH, TEACHER IN NEW YORK CITY PUBLIC SCHOOLS.

THE question, can all our children be taught to write a good hand is settled,—settled in the affirmative.

The question, how can this grand result be best and soonest accomplished, has hardly been asked.

Surely no branch of popular education exceeds this in importance and universality or is more worthy of the attention of educators.

The importance of penmanship as a branch of study in the common schools is but just beginning to be appreciated.

In most cities and important towns of the land this subject is already taught scientifically upon principles as clear and satisfactory as its hand-maid drawing.

The results of such a method have convinced educators that by such means only can we expect to secure the *desideratum* of a good hand-writing to every pupil who comes fairly under the influence of our common school system.

While such evidences of progress are manifested in our leading schools there yet remains a class denominated from their location, *country schools*, represented by far the largest majority of school population, still encumbered with the ancient methods upon which our forefathers depended, viz. : *Imitation* and *Practice*.

These terms in their vaguest sense seem to have complete possession not only of the public mind, but of the minds of teachers themselves. The writing exercise has consequently become an unmeaning and uninviting ceremony; willingly omitted to make room for those of a more interesting, but not more important nature.

While it is indeed true that imitation and practice are the chief means by which penmanship is acquired it is all important to the pupil to know *how* to imitate and *how* to practice, that he may, in short, know *how* to write.

Copies are the means usually relied on as the subjects for imitation by learners until the mind becomes sufficiently impressed with the forms and essentials of writing to dispense with the necessity of their presence. Copies should, therefore, contain that, and that only, which it is designed shall be imitated, and should moreover, be so ex-

ecuted and presented, as to develop in the mind of the learner the clearest and most definite *ideas* of the work to be done.

Can we present the hand-writing of our teachers as such models for the imitation of pupils, even supposing their style of writing to be uniformly alike and altogether faultless? From the very circumstances of the case we cannot do it. We must therefore agree that these models must be prepared by other means, and engraving is the necessary resort.

This granted, we are next to inquire into the best and most available means for spreading before the eye of each pupil the engraved copy. This we find to be the copy-book.

But it may be asked, what is left for our teacher to do now that there are no pens to mend or copies to write? I say *nothing* if pure imitation is to be relied upon in acquiring penmanship. But it is not the only reliance. Letters can be readily *constructed* from a few elementary marks, so that the mind is led by a system of multiplications and additions to comprehend with exactness, forms and combinations too intricate for imitation.

Herein is the great and powerful auxiliary of the imitative powers for imparting instruction in penmanship. *Imitate* these elements, from them *construct* the letters.

Here the aid of a competent teacher is appreciated and here should his efforts be directed.

He should have either his own system carefully studied and arranged, or else be thoroughly familiar with that of some published system of his adoption.

In selecting a system he should carefully discriminate between those having copies systematically arranged in accordance with principles of analogy and relation among letters and thus leading the pupil by a careful graded course to finished penmanship; and those arranged for *imitation merely* the copies in which have little or no relation and point either to no natural system, or display glaring inconsistencies and omissions, the result of which must tend to flatter while it deceives the pupil.

This subject is regarded with too great indifference by teachers generally, and perhaps I should add, superintendents and examiners. It *does* make a difference *whether* you teach from imperfect or perfect copies.

It *does* make a difference whether you teach by system or not.

It *does* make a difference *what* system you use in your schools and it *should* make a difference in your *salary* whether you attend to or neglect this study.

But I apprehend little improvement will be manifest until these points are insisted on as qualifications for teaching and I would urge upon examiners the importance of insisting on an acquaintance with and explanation of *some* rational method of teaching penmanship in schools before granting licenses to teach.

EDUCATIONAL INTELLIGENCE.

From the Illinois Teacher.

NATIONAL TEACHERS' ASSOCIATION.

We avail ourselves of the following report of the proceedings of the National Teachers' Association, prepared by a friend. The meeting was well attended and interesting. At no meeting, save that at Chicago, have there been present so large a number of teachers. And it will be remembered that the Chicago meeting was too large to be efficient. The vast crowd was most of the time attending to something other than the regular business of the Association. At Harrisburg it was quite otherwise. The exercises were constantly and carefully listened to. It was a pleasure to speak to an assembly every member of which seemed so much interested. Prof. Greene deserves well of the friends of the Association for having so successfully adjusted the machinery. We shall long remember the Harrisburg meeting as one of the pleasantest educational gatherings we ever attended.

The excursion to Gettysburg was a highly appropriate deviation from the ordinary routine of exercises. We pity the man whose educational value was not greatly enhanced by the inspiration of that glorious battle-field. Standing on the graves of the heroes whose valor turned the baleful tide of rebel invasion, whose victory was the heroic beginning of the triumphant end,—we felt more than ever the nobleness of the teacher's calling, charged as he is with the training up of men and women who are to be the heirs of this noble country, with all its glorious memories and achievements!

Many of the exercises were peculiarly significant and impressive. The Association was addressed by the Governors of Pennsylvania and of free Maryland, both of whom uttered words worthy of their high positions. Gov. Bradford, of Maryland, seems to have thoroughly mastered the lesson of liberty. He understands the necessity of universal education. And the state has already laid the foundation of future prosperity and greatness in a system of free schools.

The Report upon Object Teaching will be a valuable document, and is to be distributed largely in pamphlet form.

Of Prof. Crummell's speech we speak elsewhere.

Our correspondent seems to have been peculiarly unfortunate at Gettysburg. The guides, for the most part, were excellent, both in knowledge and utterance. As a whole, the crowd of teachers was highly favored in this respect.

The good people of Harrisburg exhibited the most agreeable hospitality toward the members of the Association. The feast of good things at the State-Capitol Hotel on Friday was in no respect 'bad to take.' The viands were delicious, and from all we could gather, both from experience and observation, the ladies who served them out to us were more attractive than the tables over which they presided. When the meeting occurs again at Harrisburg we desire to be counted in. Perhaps there may be more luscious peaches, sweeter cream, and more agreeable maids and matrons elsewhere; but we confess that those of Harrisburg were fully up to our standard, and we were made as happy as it is in our nature to be, and that is much.

HARRISBURG, PA., AUGUST 19, 1865.

The seventh annual session of the National Teachers' Association closed in this place yesterday evening, after a term of three days.

On the 15th, the

AMERICAN NORMAL-SCHOOL ASSOCIATION

Held its eighth session in the Capitol,—Richard Edwards, the President, in the chair. After revising the Constitution, the following subjects were discussed at some length.

"What is a Normal-School course of study?"

"What domestic arrangements are necessary for the best interests of Normal Schools?"

On the first of these questions, Professor Sheldon, of Oswego; Professor Phelps, of Minnesota, and Professor Hart, of New Jersey, were in favor, as soon as may be, of making the course strictly professional: Professor Edwards, of Illinois, thought it well to have scholastic instruction, for the reason that at present it is necessary, and under any circumstances the work of training teachers would be more thorough.

During the evening, the Association discussed "The importance of memorializing Congress on the importance of establishing a Normal School in each State in the Union, especially in the South." This question was discussed by Professor Hart, of New Jersey; Professor Camp, of Connecticut; Professor Richards, of Washington City; Professor Thompson, of New York; Professor Cruikshank, of New York; and Professor Edwards, of Illinois.

At the close of the discussion, a committee was appointed, of which Professor Hart, of New Jersey, was Chairman, to further consider this subject. During the evening one and all had an opportunity of sitting in the chair in which John Hancock sat when he signed the Declaration of Independence. The chair was strong, upright, and stands the test of age like the men of its time.

SECOND DAY.

On Wednesday, the 16th, the National Teachers' Association met in the Court-House,—the President, Professor Greene, of Rhode Island, in the chair. The Association received a warm and hearty welcome from his Excellency Governor Curtin of this state, responded to by the President.

The Governor alluded to the singular coincidence of the state's being in from the South for the last three years in this month. This was the fourth *as* As they had given the South a warm reception, they would receive the North equal warmth, and much more *gladly*. His remarks were received with enthusiastic applause.

Governor Bradford of Maryland, was also introduced, and spoke a few eloquent words in allusion to the universal freedom of all our people, and that the barrier of our cordial union is now broken down; and he bid us welcome to the state. "Now give us free schools and intelligent teachers, and we are one people." His words were warmly applauded.

The President then read his annual address, which was an able paper. It showed the necessity of a change of things since the war, and of the importance of a National Bureau of Education in order to insure universal education in the Republic. This part of the address was referred to a committee, of which Dr. H. of New Jersey, was chairman, in order to secure, if possible, an immediate action by Congress.

Papers were then read on "The Power of the Teacher," by W. N. Barringer of New York; and on "Normal Schools and their Distinctive Characteristics: should be established and maintained in each state at public expense," by Edwards, of Illinois. The latter was a forcible presentation of the subject, and followed by a discussion of the same by Prof. Burrowes, of Pennsylvania; Crosby, of Cincinnati; and Hon. E. E. White, of Ohio. During the evening paper was read on "The best methods of teaching the classics," by Prof. Harkness of Providence, R. I.; also, a lecture was delivered by Prof. J. D. Butler, of Madison, Wisconsin, on "Commonplace books."

EXCURSION TO GETTYSBURG.

The Association spent the whole of Thursday visiting the battle-field of Gettysburg. About five hundred, mostly teachers, left Harrisburg at eight o'clock in the morning on a special train, and arrived at Gettysburg at eleven, a distance of thirty miles. After a gratuitous dinner by the good people of Gettysburg, we started for the battle-ground in squads of about fifty, with a guide for each squad.

When I say "started for the battle-ground," I mean we began to examine special points of interest; for the whole town and its surroundings, for two miles in every way, was the battle-ground. Much of the cannonading on both sides was done over the town. We saw many houses riddled with musket-balls. The main battle-field is south of the town. Some of us were rather unfortunate guides, for they knew but little and could tell less. But from Cemetery Hill we were soon scaling the stone-walls and fences along the line of fortifications by which, our 'boys in blue' fought so bravely. I often thought, as we straggled along without much plan or purpose, and gaining little or no valuable information, had our soldiers been so badly disciplined the field would have been a plain defeat rather than victory.

Very soon the route was strewn with stragglers, unable to keep up, looking rather demoralized. Before two hours the squads were broken up, the exact special interest and special information were despaired of, and many might have been retreating rather crestfallen towards Cemetery Hill. The moral of our first hours effort is, if you wish special information about a battle-field, you should forget to have a guide to tell you that *knows* the facts, and then never go in crowds.

About four o'clock all had assembled on Cemetery Hill, near the corner-stone of the proposed National Monument. Here the meeting was called to order by the President, S. S. Greene, and prayer was offered by Rev. Mr. Coleman, of Baltimore. We were welcomed to the place by one of the clergy of Gettysburg. Short speeches were made by Mr. Sheldon, of Boston; Mr. Richards, of Washington City; Mr. Henkle, of Ohio; Mr. Dixon of Canada, and others. In the President's remarks, he alluded to the fact that in our body were seventeen States represented, and in the soldiers' graves around us rested the brave dead of fifteen States or more. The occasion was one of thrilling interest. Surrounded by beautiful, even sublime scenery, assembled on one of the greatest battle-fields of modern times, educators of the nation, pledging themselves anew to more earnest efforts for the good of their country, hallowing the spot where the nation was born anew, invoking the God of Heaven to bless our coming and inspire us with holy zeal from above, were thoughts that filled the lover of his country with new life and great resolves, and made all feel that it was good to be there and drink in the glorious inspiration. It is fit that this place should be made the Mecca of America. After one leaves the ground and begins to think of it, it seems more and more grand. Every student and teacher of history should visit and study this battle-field. After passing appropriate resolutions, and singing "America," the meeting broke up, and the well-pleased crowd returned to this city, where we arrived at ten o'clock at night.

THIRD DAY.

On Friday the Association opened its session at an early hour and dispatched business rather rapidly. Still, much that was on the programme had to be omitted for want of time. In the forenoon a report of the Committee on "Object Teaching as pursued at Oswego" was read by S. S. Greene, of R. I. This report was considered of so much practical value to teachers that the Association ordered it printed in pamphlet form for general distribution. Immediately after noon, Miss Cooper, of Oswego, gave an object lesson. She brought in a class of little ones—all strangers to her—and gave them a lesson of ten minutes' length, using an apple as an object. The exercise was a success.

The distinguished Lowell Mason, of New Jersey, then gave us an *object lesson* in Music. He called the Association his class. His questions and remarks were witty and well timed.

Papers were then read by Prof. Rickoff, of Ohio, and Prof. Wickersham, of Pennsylvania. At the close of Prof. Wickersham's reading, the subject of which was "Education as an Element in the Reconstruction of the Union," it was announced that Prof. Crummell, a distinguished graduate of Cambridge, England, was present.

Prof. Crummell was brought forward and introduced, and to my astonishment he was as black as the ten of spades. As he moved toward the stand there were evident signs of excitement in the large audience. There was the *nigger* in our midst! What shall we do? Shy around him because he is black? Refuse him a hearing because he is a *lower order* of being. Humanity and justice triumphed! Mr. Northrop, of Massachusetts, took him warmly by the hand and led him to the President's chair, where he was cordially received amid bursts of applause from the audience. He spoke as follows:

THE BLACK PROFESSOR'S SPEECH.

"I thank you, sir, and the gentlemen of this Association, for the honor you have conferred upon me. I take it as an evidence of American interest in the Republic of

Liberia, and as a compliment to the College with which I am connected in that country. I need not say, sir, how deeply interested I have been in the two reports which have been read this afternoon; and for the zeal which has been manifested in behalf of my brethren in your Southern States. I am an American negro; and I feel the deepest interest in every thing which pertains to the welfare of my race in this country. A citizen of that infant Republic which has been planted by American beneficence on the west coast of Africa, my heart and all its sympathies still linger with the deepest regards upon the welfare and progress of my brethren who are citizens of this nation. More especially am I concerned just now by the great problem which comes before you in the elevation and enlightenment of the 4,000,000 of my brethren who have just passed from a state of bondage into the condition of freedmen. The black population of this country have been raised by a noble beneficence from a state of degradation and benightedness to one of manhood and citizenship. The state upon which they have entered brings upon them certain duties and obligations which they will be expected to meet and fulfill. But in order to do this they must be trained and educated by all the appliances which are fitted to the creation of superior men. The recommendations which have been suggested in the report just read are the best and most fitting. Colored men are, without doubt, the best agents for this end. Teachers raised up from among themselves—men who know their minds—men who have a common feeling and sympathy with them—these are the men best adapted to instruct, to elevate, and to lead them. And it is only by such teaching and culture that the black race in this country will be fitted for the duties which now devolve upon them in their new relations. These people are to be made good citizens. It is only by a proper system of education that they can be made such citizens. The race, now made freedmen among you, owes a duty to this country—a duty which springs from the great privileges which have been conferred upon them. Some, perhaps, would prefer to use the word "right" instead of privileges, and I have no objection to that word; but I am looking at the matter rather in the light of the Divine mercy and goodness. As a consequence of receiving such a large gift and boon as freedom, my brethren owe great obligations to this country, which can only be met by becoming good, virtuous, valuable citizens, willing and able to contribute to the good and greatness of their country. For this is their home. Here they are to live. Here the masses will likely remain for ever. For no reasonable man can suppose it possible to take up four millions of men as you would take up a tree—one of your old oaks or an old elm, stem, roots, stones, and earth—tear it up from the sod and transplant it in Europe or Asia. The black men in this country are to abide; and to meet the obligations which will forever rest upon them in this land, and to prove themselves worthy of the privilege to which they have been advanced, they need schools, instruction, letters, and training. But not only do the black race in this country owe duties to this country; they owe a great duty to Africa likewise. Their fathers were brought to this country placed in bondage; and their children, in subsequent generations, notwithstanding all the evils they have endured, have been enabled to seize upon many of the elements of your civilization. Fourteen thousand of my brethren, American black men, have left this country and carried with them American law, American literature, letters, American civilization, American Christianity, and reproduced them in the land of their forefathers. We have gone out as emigrants from this Republic to the shores of heathen Africa, and re-created these free institutions and a nation modelled after your own."

"Sir, I might stand here and speak of wrongs and injuries, and distresses and agonies, but I prefer rather to dwell upon those adjustments and compensations which have been graciously evolved out of Divine Providence; and which have fitted them to a great work for good, not only here in this country, but likewise in Africa. The black race in this country, as they increase in intelligence, will have to think of Africa; will have to contemplate the sad condition of that vast continent; will have to consider their relation to the people of Africa; must per force do something for Africa. And thus it will be that, while you are educating my brethren for their duties in America, you will be benefitting Africa. The black men in America are an agency in the hands of the American people, by whom they are enabled to touch two continents with benignant influences. For not only through them will they be shedding intelligence and enlightenment abroad through *this* country, but they will also in this manner raise up a class of men as teachers and missionaries, who will carry the gospel and letters to the land of their forefathers; and thus the American people will be enabled to enlighten and vivify with the influence of Christianity the vast continent of Africa."

At the close of the remarks, there was loud, long and enthusiastic applause.

Professor Crummell is just from Liberia, where he has been as Professor of Liberia College for thirteen years. He is a minister of the gospel. He will return to that country shortly.

His manner is easy and earnest, and his address very pleasant and graceful. While he spoke *I felt that half the great problem of our present difficulties with that race was solved*. Educate the negro and he will make a good citizen. Our country, in the hands of such men, is in less danger than in the hands of those who think the normal condition of such men is slavery. The evening was spent in hearing short speeches from teachers of different States, giving the progress of education in their States. The feeling seems to be to obliterate State lines, and call themselves citizens of this great Republic.

The meeting adjourned to the State Capitol Hotel, where the citizens of Harrisburg had prepared a feast of good things for us, which we enjoyed to the edification of the inner man. We had speeches from Governor Curtin, Simon Cameron, and other distinguished persons of Harrisburg; we had songs, and wit and humor generally; it was truly a "feast of reason and flow of soul." About midnight we closed, wondering when we should have another so good time. Such occasions are refreshing and inspiring, and should be enjoyed by all teachers.

The officers elected by the two bodies whose proceedings are given in the foregoing sketch are as follows:

Normal-School Association.—President, Richard Edwards, of Normal, Illinois; Secretary D. B. Hagar, of Salem, Massachusetts.

National Teachers' Association.—President, J. P. Wickersham, of Millersville, Pa. Secretary, Samuel H. White, of Chicago, Illinois; Treasurer, Samuel P. Bates, of Harrisburg, Pa.; together with twelve Vice-Presidents and seventeen Counselors.

Of the 109 schools for boys, in Paris, 46 are kept by members of the religious fraternities; and of the 111 for girls, as many as 56 by the sisters of Catholic communities. Forty-four new educational establishments have been authorized within the present year.

QUESTIONS FOR WRITTEN EXAMINATIONS.

ARITHMETIC.

1. I paid \$579.62½ for 100 cords, 3 cd. ft. and 100 cw. ft. of wood, and sold the same for \$637.68½. What was my gain per cent. ? Ans. 10.
2. Three cents is what per cent. of 2½ cents ? Ans. 120.
3. One mill is what per cent. of one dollar. Ans. one-tenth.
4. A, B, and C started from the same place and travelled in the same direction. If one-fourth the distance A travelled be added to the distance B is in advance of C, it will equal *one-half* the distance A walked. How far did each walk if the space between C and B is equal to that between B and A, and if A by walking 25 per cent. faster, would have travelled 100 miles ?
Ans. A, 80 miles; B, 60 miles; C, 40 miles.
5. I paid \$540 for a bale of cotton. What must I ask for it that I may fall 10 per cent. and still make a profit of 16½ per cent. ? Ans. \$700.00.
6. I sold goods at an advance of 16 per cent., thereby making \$304.60. What sum was received for them ? Ans. \$2,334.60.
7. One and one-half yards is what per cent. of 3 rods ?
Ans. Nine and one-eleventh.
8. The motion of the hour-hand of a clock is what per cent. as rapid as that of the second-hand ? Ans. Five thirty-sixths.
9. How much currency must be given for forty dollars in gold when gold is at a premium of 44½ cents ? Ans. \$57.85.
10. How many dollars in gold and how much postage currency must be given for a fifty dollar greenback, when gold is selling at an advance of 40 per cent. ?
Ans. \$35.00 in gold, \$1.00 in currency.

MENTAL ARITHMETIC.

1. John takes at the rate of 20 steps of 2 ft. 6 in. each, a minute, and walks five-sixths of a minute; and William walks 12 yards in 30 seconds. John walks ~~what~~ part as fast as William ? Ans. Twenty-five thirty-sixths.
2. What number is that to which if you add its third, its sixth, and 19, the sum will be 100 ? Ans. 64.
3. The current of a river flows at the rate of 4 miles an hour; how long will it take a vessel propelled by a force that moves it 8 miles an hour in still water, to sail 12 miles down the river and return to the starting point ? Ans. 4 hours.
4. A, B, and C share \$244. A has \$15 more than C, and C has \$8 more than B. How many has each ? Ans. A, \$94; B, \$71; C, \$79.
5. At what time after 6 o'clock do the hands of a watch first point in opposite directions ? Ans. Five and five-elevenths m. past 7 o'clock.
6. What number is that to which if you add itself, twice itself, one-fourth itself, three-fifths itself, seven-tenths itself, and 29, one-third the sum will be 46½ ?
Ans. 20.

7. What is the time, when three-fourths the time past noon is three-eighths the time to midnight?

Ans. 4 o'clock p. m.

8. Divide 44 into two such parts that shall be to each other as three-sevenths is to five-fourteenths?

Ans. 24 and 20.

9. John bought an apple, orange and melon for 32 cents; he paid for the melon four times as much as for the orange, and for the orange three times as much as for the apple. What was the cost of each?

Ans. Melon, 24 cents; orange, 6 cents; apple, 2 cents.

10. A, B, and C are to share \$606. A is to have 3 times as much as C, and B is to have $\frac{1}{2}$ as much as A and C together. What is the share of each?

Ans. A, \$303; B, \$202; C, \$101.

RESIDENT EDITORS' DEPARTMENT.

SCHOOL REPORT OF ORANSTON.

We have perused with much interest the above report of Superintendent William A. Mowry, and find that it contains *just such* sensible, practical and wise remarks as we expect from his head, heart and pen. With men of his energy and knowledge as to the wants of our schools, our State will not long remain *second* in its educational work. We insert for the good of the teachers of the State his remarks on

TEACHERS' MEETINGS.

"During the year past the teachers have met the superintendent twice each term, for mutual conference and consultation. The meetings have been held in the school houses, in South Providence, Elmwood, Spragueville and Knightsville. The time has been on Friday afternoon, two weeks after the commencement, and two weeks before the close of each term.

These meetings have been found of much profit, and it is quite evident many improvements have been made in the schools through their influence. The best methods of teaching Reading, Spelling, Writing, Arithmetic, and other studies, have been discussed; questions asked and answered; particular difficulties relating to the several studies, the best methods of discipline, general rules for the schools of the town and many other topics have been considered; and existing evils have been so presented as to lead to the correction of them.

The results of these meetings have been so favorable that the school committee have directed their continuance the coming year, and it is ordered that every teacher in the town attend them. If any teacher be absent for any reason, an excuse in writing is to be presented to the superintendent at the meeting, or as soon after as may be convenient. These excuses are placed on file, and may be referred to afterwards.

The school committee and trustees of the several districts, and citizens, are invited to be present at these meetings.

It is impossible to bring our schools up to a proper and reasonable degree of excellence without an earnest and devoted spirit in the teachers. This spirit it is difficult to attain, or maintain, without frequent professional meetings.

It is therefore earnestly recommended that all the teachers in the town attend the meetings of the *Rhode Island Institute of Instruction*, and as many of them as can make it convenient, attend the annual meeting of the *American Institute of Instruction*, and the *National Teachers' Association*.

I have noticed, during the year past this fact, that, with no exception, those teachers who have attended the meetings of the *Rhode Island Institute*, and have read the *Rhode Island Schoolmaster*, are the best teachers in the town, and their schools have exhibited the most marked improvement; while of those who have failed to attend these meetings, and to obtain the benefit to be derived from our *Educational Journal*, in scarcely a single instance, can they be justly ranked among our best teachers, but are generally the least successful of all.

MISS MARY H. WILLARD.—It is a painful duty to announce the death of promising youth. Not often does it fall to our lot to record the departure of one from the ranks of the teacher's profession who gave such promise of success and excellence as Miss Willard. Assuming the teacher's responsibility at an early age in her father's school, (Rev. George A. Willard, of Warwick,) she commanded the respect and affection of her pupils, while at the same time she associated with them in the family on terms of equality. As an assistant in the public school in her native district, she gave entire satisfaction to the principal and to the district. Her next school was in Cranston, where, for nearly a year, in one of the finest schools in the town, she filled a responsible position,—following one who is certainly one of the best teachers in the State,—with entire success, and to the complete acceptance of committee and people. Her next, and last work, was as an assistant to her brother, in the Academy at Bridgewater, Mass. In the *Bridgewater Banner*, the editor, in noticing her death, says: "There never have been more popular teachers in charge of the Bridgewater Academy than Mr. and Miss Willard. The latter had especially endeared herself to all the scholars by her kind and winning ways." She had been there one year, and her future prospect was bright and hopeful. Possessed of a good mind, an intellect more than ordinary, a heart kind and sympathizing, full of gentleness and love, her mind well stored and disciplined for one of her years, and a character, moral and Christian, of the highest type to be found on earth, filling a position at once arduous and responsible,—her future was certainly as hopeful and as flattering as her past had been cheering and successful. Thus early cut down, her friends sincerely mourn her loss. But she is only transplanted to the garden above. We desire to assure her father and family, of the true and heartfelt sympathy of a large circle of teachers and friends who had enjoyed a more or less extended acquaintance with her, and who had observed with pleasure her excellent qualities of mind and heart.

• M.

LIBERAL.—The City Board of Education of San Francisco has subscribed for one hundred and fifty copies of their State journal, to be supplied free to the female teachers of the city. Why don't the committees of our schools awake to the real wants of teachers in their work? Will some one tell us?

RESIDENT EDITORS' DEPARTMENT.

THE NEW WEBSTER A NEW WORK.—We have commended this edition warmly already, on the faith of our first examination of it. It has grown upon us, in every day's farther study. We did not, at first, comprehend how entirely new a work this is, as compared even with the last preceding edition; and how important had been the etymological revision which it has received, making it, for substance, a re-written volume, with all that was admirable and superior in the previous contributions of a generation to its pages, preserved and augmented by a thorough concentration upon it of the best skill and widest research of the present. As it stands, —in its etymologies, in its definitions, in its synonyms, and in its (real) illustrations, —it is far in advance of any other manual which offers itself to the aid of the student of the multifarious wealth of the composite English tongue.

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THE
RHODE ISLAND SCHOOLMASTER.
NOVEMBER, 1865.

VOLUME ELEVEN.

NUMBER ELEVEN.

OUT OF THE WAY.

"THE teacher's vacation is the mother's vexation," says Mrs. Wilson, as she throws herself into a chair and draws a long breath. "Children are *such* a pest! I do dread vacation worse than the plague. Not another moment of peace do I expect until vacation is over. When I get my children all off to school, then I can have a moment's quiet, and not before."

Mrs. Wilson sends all her children to school, even little Willie, scarcely four years old. She does not expect him to learn much. O, no; nor does she care whether he does or not; but then he is such a plague at home, and it is so pleasant to have the children all out of the way.

Here is the secret. Children are in the way at home. Primary school teacher, toiling over undeveloped intellect, with your head confused and aching on account of the tumult of the restless little sea before you, pitying that tender, tired, discontented, wriggling group of little beings; remember, that these little creatures, germs of manhood and womanhood, endowed with immortal souls, are sent to you because they are in the way at home. Interest them the best you can, exercise them, keep their bodies from becoming deformed and their souls from being corrupted, keep them from becoming disgusted with schools and all that pertain to them, and you have done a great work. With that be satisfied, for nothing more should be expected from you.

Out of the way, do you say, Mrs. Wilson? Glad to have your own children out of the way? It is not so with the lower animals. No brute mother willingly permits her tender offspring to be nursed and cared for by another. Try to remove the young of a wild beast from its mother, and one experiment will satisfy you. But the human mother hustles off the little ones to school—little immortals with souls susceptible to every breath of influence—and as she hears the last foot-fall upon the threshold she draws a long breath to express her relief that her care and responsibility is for the next three hours transferred to the teacher.

Yes, Mrs. Wilson, your children are out of your way. Your work-basket will remain rightside up for the next three hours. You may work or play and not be annoyed by the uproarious laughter of joy and fun, or by cries of distress arising from the thumping of heads or jamming of fingers, or by visions of torn clothes and dirty faces. They are all out of your way. Do not let anxious thoughts run after them, but enjoy your quiet home and persuade yourself that your children are all safe. Do not entertain the thought that the teacher may sometimes lose his patience and exert a hurtful influence upon their tender minds; do not think of the tender flesh aching upon the hard bench for three long hours; do not think of the thousand evil influences that are at work upon the mind to lead the unsuspecting into paths of sin and ruin. These thoughts might trouble you and make you unhappy. To enjoy, then, the quiet of your home only think that your children are out of the way.

Out of the way! Yes, soon they will be out of the way; out of the way that leads to true manhood, to honor, to respectability, to eternal life. Out of the way, too, so far that they will not hear a mother's voice or heed a mother's influence; out in the broad path of sin, hurrying on to certain destruction.

The boy soon learns that he is not wanted at home. He is continually made sensible that he is in the way; he feels there is nothing for him there and he must seek enjoyment elsewhere. He does seek it, and he finds it too. He grows up cultivating a taste for those amusements which he finds at the street corners, in the bar-room, in the theatre and club-room. He is in nobody's way in those places and he knows it. It is not strange that so many boys become dissipated.

Fond mother, years roll on, and your boy is out of your way. You would perhaps give worlds, were they yours to give, if you could

once more grasp him with your influence and draw him from ruin. But he is beyond your reach. Reach after him, cry after him, if you will, your efforts and cries are alike vain. You can spend your evenings alone and in quiet now. So quiet are they, that you start at every footstep. You lie awake in the still night time and listen for the sound of his feet. Those feet have gone out of the way. O, how you would thank God if you could hear a steady footfall upon the staircase, and the regular opening and shutting of the door of your boy's chamber.

Mrs. Wilson, when a few more years have passed, when the face is marked with deep furrows and the hair is silvered with age, and the form bent under the weight of years, you would then like to have the home circle enlivened by the manly presence of your son. You would like to walk by his side and lean upon his arm for support and listen to the sound of his voice. You would then like to have him bear patiently with your infirmities, and when the tottering frame sinks under the burden of years, you would like to have him present to smooth the pathway down to the dark river and there receive the last earthly message from your feeble lips. But he is out of the way. You sent him from you and there he remains. Out of the way now and out of the way forever.

D. S.

OBJECT-LESSON ON IRON.

TEACHER. Now, class, look at this, and tell me what it is.

CLASS. A piece of iron.

T. Yes. You may name as many of its properties as you can, and I will write them on the blackboard for you.

C. It is heavy, hard, solid, stiff, of a dark color, dull, can't see through it—

T. Stay, that will not do; "can't see through it" will not look well on the blackboard; you must think of a word to express that property.

C. Opaque.

T. Right; go on.

C. Iron is imperfect.

T. How did you discover that?

C. You told us that gold, silver, and platinum are the only perfect metals; therefore iron must be an imperfect metal.

T. Very good; I am quite encouraged to find you remembering so well, and reasoning for yourselves. Can you think of any other properties? Can I break this piece of iron?

C. No; it is tough.

T. A better word?

C. Tenacious.

T. Right; and if it is tenacious, what other properties will it be likely to possess? Do you remember what we said upon this subject when we were talking about gold?

C. Yes, teacher, it will be malleable and ductile.

T. Because it is tenacious?

C. No; but it could not be malleable and ductile if it were not tenacious.

T. Very well; can you name any substances that are tenacious, but possess neither of the other properties?

C. Wood, leather, cloth, and paper.

T. Right; all metals, however, possess the properties of malleability, ductility, and tenacity, in a greater or less degree. Will iron melt?

C. Yes.

T. Therefore it is — ?

C. Fusible.

T. Right. Now I will show you the other side of this piece of iron; what will you say of it?

C. It is rusty, red, and rough.

T. What will make iron become rusty?

C. Letting it remain in water.

T. In the course of time what will the rust do to the iron?

C. It will eat it away.

T. Do you know a word which expresses this property of being eaten away by rust? No? It is corrosive. Acids will corrode more quickly than water; what is an acid?

C. Anything that has a sharp, sour taste.

T. Yes; now read over the properties of iron as they are written on the blackboard.

C. Iron is heavy, hard, solid, stiff, of a dark color, dull, opaque, imperfect, tenacious, malleable, ductile, fusible, and corrosive.

- T. What is done to the iron to make it malleable and ductile ?
 C. It is heated.
 T. Do you know how many kinds of iron there are ?
 C. Three ; forged iron, cast iron, and steel.
 T. Very good ; do you know any other name for forged iron ?
 C. Worked.
 T. Yes ; what then do you understand wrought iron to be ?
 C. Iron worked into shape.
 T. But what must be done to it before it will be soft enough to be beaten into the form or shape desired ?
 C. It must be made hot.
 T. What is the iron block, upon which the blacksmith forges his iron, called ?
 C. An anvil ; a forge.
 T. Both are correct. What is cast iron ?
 C. Iron melted until it can be poured into moulds.
 T. Yes ; it requires a great degree of heat to convert iron into a liquid ; you have, perhaps, some of you, been in an iron-foundry, and have seen the liquid fire pouring heavily down from the furnaces.
 C. I have, teacher.
 T. You can tell us something, then, of the process of casting, and of the moulds.
 C. The moulds are made of a kind of loam, or clay ; all the patterns that are to be raised-work on the iron, are hollowed out in the clay ; and all patterns that are to appear hollow on the iron, are raised on the clay. After the melted iron is poured into the shapes, it remains to get quite cold ; the moulds are then broken off, and the iron remains of the required form.
 T. Which is the more durable, wrought or cast iron ?
 C. Wrought iron ; cast iron easily breaks.
 T. The casting of iron, then, destroys its tenacity, and renders it — what instead ?
 C. Brittle.
 T. Right. What do you consider steel to be ?
 C. The best kind of iron.
 T. That is about correct ; it is iron worked into a more perfect form. Can you describe the process ?
 C. It is made hot, and then put into cold water.

T. Yes ; the fire for heating it is chiefly composed of charcoal ashes and bone shavings ; this gives the iron a whiter appearance, and renders the grain, if I may call it so, closer and finer. After this heating it will bear a very high polish. What is the red-hot iron plunged into cold water for ?

C. To make it hard.

T. You would do better to say, "To temper it." The temper signifies the degree of hardness and brittleness, or of softness and elasticity to which it is brought ; the more suddenly it is cooled, the harder and more brittle it becomes ; the more slowly it is allowed to cool, the softer and more elastic it will be. What do you understand this property, which we call elasticity, to be ?

C. The power to spring back into the shape it has been forced out of.

T. Very well. Now tell me some of the uses of iron.

C. To make stoves, machines, engines, chains, farm and garden tools, ships —

T. You would find it difficult to name all the uses to which iron is applied, they are so numerous ; but we must not omit cutlery. Who can tell what cutlery is ?

C. Knives, scissors, swords, chisels, plane-irons —

T. Yes ; instruments used in cutting. Of what are they chiefly made ?

C. Of steel.

T. Why is steel used for the manufacture of cutlery ?

C. Because it is hard ; it will take a fine keen edge ; and can be highly polished.

T. Which do you consider the more useful metal, iron or gold ?

C. Iron.

T. You are quite right ; the loss of iron would cause us far more inconvenience than the loss of gold would ; yet we are in the habit of speaking of gold as being more precious than iron, and it is far more expensive. How is this ?

C. Because there is less gold than iron in the world.

T. You are right ; the value of any article is determined by its abundance or scarcity, and by the ease or difficulty with which it can be obtained. Where is iron found ?

C. In almost every country in the world.

T. It is ; and we shall do well to notice the wisdom and benevolence of God, in thus universally diffusing so useful a metal. Had it only been found in a few places, it would not have been, as it is now, within the easy reach of all : the cost of transportation would have made it much more expensive. But Edward has a question to ask, let us hear what it is.

E. What do you mean by transportation, teacher ?

T. Are you puzzled by a word so easily defined ? The class will turn their thoughts from iron to derivations, a few moments. What does the affix "tion" signify ?

C. The act of.

T. Very good. Now there are two other parts to the word. Give me the roots and significations.

C. Porto, to carry ; trans, over or beyond.

T. Well, then, the word means — ?

C. The act of carrying over.

T. Yes ; then the expense of carrying iron a long distance, either over land or water, would make it cost more. As you have been very attentive to the lesson, I will tell you one or two historical facts which have some connection with our subject.

Peter the Great, emperor of Russia, learned the trade of a blacksmith, in order to set an example to his subjects ; and when he worked at the forge, he made the boyards, or noblemen, blow the bellows, stir the fire, carry coals, and perform all the other offices of blacksmiths.

Gustavus Vasa, king of Sweden, worked as a common laborer in the iron mines of Dalecarlia ; the miners grew very fond of him, and heartily embracing his cause, enabled him to resist the tyrannical Danish king, Christian the Second. The memory of Gustavus Vasa is still held in great veneration.

A few years ago, an American blacksmith, who was very fond of learning, undertook to study different languages, and was so diligent that he soon learned, I think it was, fifteen languages. He then started on a tour through Europe, delivering lectures. People call him the "learned blacksmith."

Boys, what can hinder some of you from doing as well ? Diligence and perseverance will enable you to overcome difficulties, and to rise to any height which other men have been able to reach : perhaps even to go a step beyond them.

"All that other folks can do,
 Why, with patience, should not you?
 Only keep this rule in view,
 Try, try, try again."

The lesson should now be recapitulated.

American Educational Monthly.

COMPOSITIONS AND DECLAMATIONS.

Perhaps there is no exercise so much disliked by pupils as that of writing compositions, and declaiming before the school. We find this feeling very prevalent, and the question naturally arises: "What is the remedy?" Can anything be done to make this exercise more pleasant and profitable?

The teacher wishes to have a good school, and if so, this exercise must be attended to regularly. He wishes to have the pupils perform the task with a good will, and gladly avails himself of any method by which it may become more agreeable to them.

In seeking for a remedy we were led to compare this exercise with other regular exercises in school, and to see if by this comparison we could not ascertain where the difficulty lay. In all our experience there is no such outcry and hostility against other exercises. Grammar, arithmetic, geography and other studies were generally well received and taken for granted as pleasant studies, or at least to be silently endured; but when we mention compositions or declamation the expression on the countenances of our pupils is often anything but that of joy.

We have tried the practice of giving the topics ourselves to each pupil, and of permitting them to select, but all of no avail; the old hostility still remains. Thus have we, with many others, worked through the year. Some, to be sure, never complain, but always have their work done in season and well.

The latest method which we have adopted, and that which so far meets with success, is to make the exercise more like the other studies in school, by having it oftener than usual in most places.

We presume that a large majority of our schools have an exercise of this kind but once in two weeks. This was our own method for a long time. In so doing, we do not get the school sufficiently familiar

iarized with the practice to make that progress which we should be pleased to see.

From what we have seen, we should say, make more of the exercise ; bring it before the school at least once a week, and the horrors formerly experienced will disappear. Since adopting this last method we have never failed to write subjects on the board each week, sometimes oftener, and give twenty minutes, or more if convenient, for the pupils to write upon the one they may select, with no time for preparation. It makes an every-day matter of it, and the more we practice it the better fitted they become, and the more ready to write.

It "brings them out ;" there is no copying nor re-modelling from other authors, and the constant repetition of this method will dispel much of the hostility and dread generally entertained, so that it will become quite as popular as any other study.

How it may be with others we cannot say, but so far, the custom shows its own fruit. There must at the same time be the regular compositions, written with more care at home.

Declamations, too, we have treated in the same manner, having given up the old custom of bringing the masters on to the stage only once in two weeks. Instead of committing a new piece each time, we often allow them to review the old. This exercise is not to tax the memory, but to prepare the lads for real life in this department. Far better to permit them to become familiar with a few select pieces than to require them to commit many, and be so absorbed in thinking what comes next, that they lose all the spirit of the author.

On any day when there is a five-minute space of extra time, call on some one for a declamation. Of course, by committing a few pieces, the whole school will always be ready to review some of them. It is very pleasant, when parents visit the school, thus to vary the exercises, but more gratifying still to see the readiness and good will which the masters display:

Some may think they cannot take the time, but such must be content to see less progress and less pleasure.

We believe these two exercises are important. The masters need the discipline to prepare them for future duties. They need more confidence, and this will cultivate what they already have and add more.

Let the misses, too, read their compositions standing in front of the other pupils. It will make more of them every way. If others have any suggestions on this general topic, we should be happy to hear them.

Continued from May Number.

GRAMMAR.

WE find a great diversity of practice among grammarians in the classification of words. The best recognize eight "parts of speech;" — a rather homely phrase by the way. There are *nouns, pronouns, adjectives, verbs, adverbs, conjunctions, propositions* and *interjections*.

Some make nine, adding to the above list the *articles*; as do all the old grammarians. Lindley Murray, for instance, places the article at the head of the column! as if these two words ranked of the first importance, and were the most natural class of words to be first mentioned, or first thought of. It seems to have been a great hobby of these old grammarians to keep these little words ever before the mind as *articles*! ARTICLES!! — apparently never imagining that they might possibly be embraced under one of the classes above mentioned. But — thanks to the greater intelligence of this progressive age, — this old notion is well-nigh exploded; and grammarians of the present day class them very properly with the definitive adjectives. But on account of the time-honored custom, I suppose, many old people still cling to the notion of calling the article a separate part of speech. And we might be content to let this absurd notion die out with its possessors, were it not that one of the latest and — *mechanically* considered — one of the best grammars — *Quackenbos's*, published "MDCCCLXII", — still clings to the old dead — or fast dying, — carcass, and places it *third* in order, — as if to reprove the temerity of Murray in placing it *first*, — even before the *adjective*, of which the *article* is merely one of the subordinate classes.

The reasons why the article is not a separate part of speech are principally three: first, it always has the construction of the definitive adjective; second, the term *article*, as thus used, is without significance, having no more meaning than the proper name *John*, which merely distinguishes the person to whom it is applied, from other individuals; third, the weight of authority is overwhelmingly against it. The term *article* is derived from the Latin *articulus*, diminutive of *artus*, which literally means *joint*; from which we are to infer that the *articuli* — i. e., *articles*, — are the "small" *joints*, or "members connecting other members." [See Andrew's Lat. Lex.]

A fine piece of etymology, to be sure. But I think these simple words can hardly be called *connectives*, even in the most general sense

that term. It is true they are "*members*," that is, *elements*, of any sentence where they are found; but the same is true of all other words except *interjections*. Certain Latin demonstrative definitive adjectives are sometimes best translated by the "article" *the*; and

Latins doubtless frequently used such demonstratives with precisely the same force we use *the*. The fact is *the* is demonstrative in character and use, analogous to *this* or *that*, and has no intimate connection with *an*, the "*indefinite article*," which is derived from the common numeral *an*, signifying *one*, and is contracted to *a* before constant elements.

It is used, according to circumstances, with the same force of meaning as some of the other indefinite limiting adjectives; as *any*, also, when the latter is not a cardinal numeral.

The term article is also derived from the Greek *ἄρθρον*, (*arthron*), whence *artus*, and means the same thing. The Greeks used this term to denote the same class of words, meaning the same as *the*, and certain inflections of these words with nearly the force of *an*; but they also used the same words for the demonstratives above named. And though they called the former *τὰ ἄρθρα* (*ta arthra*), that is, *articles*, yet there is no evidence that they made them a separate part of speech, which is the point in question. Indeed they made them agree in inflection, like other adjectives, with the nouns to which they belonged; e. g., *τα* above. The etymology shows that the custom of calling these words *articles* is of early origin; but I confess myself unable to see any better reason for the Greeks and Romans to call them so, than there seems to be for us to continue the practice. The grammatical use of the term *particle* has the same vague signification. [If we were asked to suggest a better nomenclature, I should not call them *an* "*articles*" at all. I should say that instead of their being nearly related as *brothers* or *sisters*, they are merely *cousins*, as it were; both being definitives, but the former is a *demonstrative*, while the latter is an *indefinite*, or *indeterminate*, definitive (or limiting,) adjective. Or, if there should seem to be here a contradiction of names, I suggest the name *unspecifying definitive adjective* for the old-renowned "*indefinite article*." But only one of the recent grammars — so far as I have examined, — claims for the article the dignity of a separate part of speech. For the love of sound learning let it be the last!

Clark's grammar adds to the eight parts another class, viz.: "Words of Euphony;" which are really not another part of speech, but merely words of some of these eight classes, used mostly for the sake of euphony in certain constructions. If however the author insists upon his classification, I would suggest that the rather awkward name, or phrase, of "Words of Euphony" might be contracted to *Euphonics*; and the effect might be still more euphonic. Others call the *participle* a separate part of speech, but they might as well call the *infinitive* another. I have seen one grammar that makes eleven parts of speech. Indeed the number of parts of speech, instead of being increased, might be reduced to *six*;—classing the noun and pronoun under the general head of substantive, which they are; and the preposition and conjunction under the general head of connectives.

But grammars differ most and are chiefly defective, in the subordinate classifications, and their nomenclature, of some of the parts of speech. I propose to examine very briefly some of these in their order. "Under the head of common nouns are commonly reckoned *collective, abstract, verbal*" and *material* nouns.

And the abstract is defined to be "the name of a *property* or *quality* considered apart from the object to which it belongs;" which is all right so far as it goes. And the verbal is defined to be "the *participle* used as a noun." But the *infinitive* is also frequently used in the same way. S. S. Greene says in general that "the *infinitive* is a kind of verbal noun." So then there are at least two kinds of verbal nouns. But there is a *third* kind, very numerous, derived from verbs; such as *call, play, walk, run, rest, sleep, life*; also many ending in *ion, ment, ure*; all of which are frequently modified by adverbial elements denoting the various relations of time, place, &c.; and which elements cannot be disposed of properly, either in parsing or analyzing, without considering the nouns they modify as verbal. This point is too well understood by all who make any pretension to thoroughness, to need discussion. And again, has it never occurred to the reader that all these three classes of verbal nouns are *abstract* in their nature and use?—that is, *verbal abstract*;—just as much so as abstract nouns derived from adjectives. Indeed, *abstract* is the *general*, and *adjective* and *verbal* are the *specific* terms.

It may be objected by some that this, if correct, is more philosophical than practical; that not one scholar in ten can ever understand it. But no thorough knowledge of analysis of sentences can be acquired

without this subject is understood. Take a single illustration in the sentence, "We had a pleasant walk into the county yesterday." I venture to say that not one grammar scholar in a hundred, unaided, can analyze that sentence! I mean *right*, of course. And the books will not show him how. The teacher must (?); or he must dig it out himself. But, you see, that sentence is too "philosophical,"—not "practical!" The point of difficulty lies in the proper disposal of the adjunct "into the country," which is an adverbial element denoting place whither, modifying "walk," which is a verbal noun of the third class named above. I have chosen a simple case. Do English grammarians generally present this subject in this light? What is wanted is to bring these principles into prominent notice in the grammar books. Do not put them into remarks in fine print, or marginal notes.

Grammarians seem to aim at simplicity, rather than correctness, in the classification of pronouns. I question whether simplicity is ever attained before correctness is arrived at. Many divide pronouns into three classes, *personal*, *relative* and *interrogative*; but explain something about *pronominal adjectives* in remarks in fine print, or marginal notes; all for simplicity's sake, I suppose. But in fact none of these are *general* classes, but subordinate divisions under other general heads. Thus, pronouns are properly divided in *two general* classes, substantive and adjective. Substantive pronouns are divided into three classes, personal, possessive and relative; and adjective pronouns into five classes, relative, possessive, demonstrative, distributive and indefinite.

The personal pronouns in most grammars are improperly declined, by giving a double form in the possessive case in some persons and numbers. The words *hers*, *ours*, *yours*, *theirs*, are *never* possessive case of personal pronouns. The reasons why are too many and obvious to require insertion here. Though if any one has any good reasons why he thinks they are, I should like to have them presented.

Grammarians do not seem to know what to do with these four words, *hers*, *ours*, *yours*, *theirs*,—and sometimes the four, *mine*, *thine*, *his*, *its*, when these are used in the same way as the former. Some call them possessive case of personal pronouns; others call them possessive pronouns. How is the scholar to decide?

"When doctors disagree,
Disciples then are free."

But that does not help the matter any for the pupil. The last four may be either the one or the other, according to their *use*. All these principles I have advanced, are according to *Webster*; but not all of them,—I am sorry to say,—according to *Webster expurgated*, or *mutilated*—revised.

Among the list of ten grammars on my table before me, I find only one — Clark's,—which ventures to decline the second person of the personal pronoun in the *common* style. It is as follows in the first three cases :

	<i>Sing.</i>	<i>Plur.</i>
<i>Noun.</i>	You.	You.
<i>Poss.</i>	Your.	Your.
<i>Obj.</i>	You.	You.

Why not ?

In the sentence, “ You know that you are Brutus that speak this,” *you* is singular because Brutus is. Although *you* was originally only plural, it has long since been used in the common style for the singular also. The people want it, will have it, and do use it, in the singular number, in spite of the prejudices or fickleness of grammarians. And I should think that authors of grammars, model (?) text books for schools, would begin to take the hint before another century has elapsed, that *custom* has made *this* a law. By the rule for agreement of the verb with its subject, and the relative with its antecedent, *I know, are* and *speak* are all singular; so of all other forms of verbs when they agree with the singular subject *you*. They are now to be regarded merely as duplicate *forms* of the corresponding plural. Why do not authors of grammars modify declension and conjugation in these respects to conform to the prevailing customs of the times ?

Quackenbos includes *as* with the relative pronouns ! But this is on a par with calling the article a separate part of speech. It seems to me to argue a very superficial knowledge of relative pronouns and conjunctions. If there were nothing else that would condemn a book, it should be these two faults. There is no chance for a difference of opinion after a full investigation of this whole subject. *As* is an adverbial subordinate conjunction in every place where *Q.* would call it a relative. In every such case the ellipsis of an adverbial clause is to be supplied.

The interesting subject of the pronoun and adjective will be resumed in the next number.

EDUCATIONAL INTELLIGENCE.

SALARIES IN CHICAGO.

At a recent meeting of the Board of Education, the subject of a revision of salaries paid to teachers was referred to a special committee for investigation. After a careful and patient examination of the subject, not only in reference to the system of schools in the city but also in its general bearing, the committee, through their chairman, J. F. Ballantyne, Esq., presented a report from which we are glad to make a few extracts :

INTRODUCTION.

"After careful investigation, your committee find that considerable dissatisfaction exists among both male and female teachers with the present salaries; that there is a general idea prevalent in the community that they are inadequate; and that this impression has been shared to no small extent by former members of this Board, but that, in consequence of the lack of funds, they were prevented from increasing them. It has also been found that, with regard to female teachers, a large proportion of them do not receive sufficient compensation for their services to meet their necessary expenses, and that in consequence thereof they are under obligations to their friends and relatives for assistance, or have to incur debts which embarrass and unfit them for a proper discharge of their duties. With regard to the male teachers of the city, it has also been found that, in cases where families have to be supported from the salaries received, there is great difficulty in making "both ends meet," and some of them, in order to procure sufficient means to meet reasonable demands, have to engage in occupations during their leisure hours and vacations wholly foreign to their profession, and in some respects not altogether consistent with their duties."

For the guidance of the Board, the committee prepared and presented a table showing the salaries paid to teachers in several of the prominent cities :

New York.—Salaries of Principals of Boys' Grammar Schools, \$2,250; salaries of Vice-Principals of Boys' Grammar Schools, \$1,800; salaries of First Assistants of Boys' Grammar Schools, \$1,400; salaries of Second Assistants of Boys' Grammar Schools, \$1,200; salaries of Third Assistants of Boys' Grammar Schools, \$1,000; salaries of female Assistants of Boys' Grammar Schools, \$400 to \$800; salaries of Principals of Girls' Grammar Schools, (females,) \$1,200; salaries of Vice-Principals of Girls' Grammar Schools, (females,) \$960; salaries of First Assistants of Girls' Grammar Schools, (females,) \$800; salaries of Second Assistants of Girls' Grammar Schools, (females,) \$650; lowest salary of female Assistants, \$400.

Boston.—Salaries of Masters, \$2,200; salaries of Sub-Masters, \$1,800; salaries of Ushers, \$1,400; salaries of female Head Assistants, \$600; salaries of other female Assistants, \$550. Number of pupils to each school, 600 to 800. Number of Pupils per Teacher, 50.

Brooklyn.—Salaries of Principals, \$2,000; salaries of Heads of Departments, (females,) \$550 to \$600; salaries of female Assistants, \$300 to \$500. Number of pupils in each school, 800 to 1,500.

Philadelphia.—Salaries of Principals Boys' Grammar Schools, \$1,500; salaries of Principals Girls' Grammar Schools, (females,) \$750; salaries of female Assistants, \$300 to \$450. Number of pupils to each school, 150 to 250.

St. Louis.—Salaries of male Principals, \$1,400 to \$1,500; salaries of female Principals, \$800 to \$900; salaries of female Assistants, \$450 to \$800. Number of pupils to each school, 200 to 800. Number of pupils per teacher, 42.

Cincinnati.—Salaries of male Principals, \$1,500; salaries of two male Assistants to each school, \$1,000; salary of female Assistant, \$600; salaries of other female Assistants, \$240 to \$420. Number of pupils to each school, 600 to 1,300. Number of pupils per Teacher, 50.

Chicago.—Salaries of Principals, \$1,400; salaries of female Head Assistants, \$500; salaries of female Assistants, \$400 to \$500. Number of pupils to each school, 700 to 1,900. Number of pupils per Teacher, 63."

The Committee also present a table showing the cost of tuition in the same cities. Though this item is not made out upon precisely the same basis by different Boards of Education, the table will be found sufficiently correct to give a general idea of comparative expense:

New York.—Free Academy, per pupil, \$88 13; Grammar, Intermediate and Primary, \$16 60; all pupils, \$17 29.

Boston.—English High School, per pupil, \$74 30; Latin High School, \$60 93; Girls' High and Normal, \$39 88; Grammar Schools, \$17 29; Primary Schools, \$12 04; all pupils, \$15 71.

Philadelphia.—Boys' High School, per pupil, \$52 42; Girls' High and Normal School, \$52 56; Grammar and Primary, \$8 79; all pupils, \$9 38.

St. Louis.—Normal School, per pupil, \$71 88; High School, \$54 45; District Schools, \$10 22 to \$15 52.

Cincinnati.—High School, per pupil, \$48 86; Intermediate Schools, \$14 31; District Schools, \$10 07.

Chicago.—High School, per pupil, \$40 66; District Schools, \$9 15; all pupils, \$9 85.

"In view of all these facts, your Committee, having patiently and carefully considered the matter in all its aspects, are firmly convinced that a continuance of the present system of low salaries is highly prejudicial to the efficiency of our schools, unjust to the faithful men and women engaged by the Board, and disgraceful to the fair name of our city; that parsimoniousness in the education of our children is the poorest kind of economy, and that the best mode of making our schools a credit to the city and an honor to all concerned is to attract and encourage the highest talent by offering teachers a fair remuneration for their services.

"Your Committee therefore recommend that hereafter the rates of salaries shall be as follows:

"*Principals of District Schools.*—First year of service, \$1,500; second year, \$1,600; third year and thereafter, \$1,700.

"*Female Assistants.*—First fourteen weeks, at the rate of \$400 per annum; first year thereafter, \$450; second year, \$500; third year, and thereafter, \$600 per year.

"*High School.*—Principal, \$2,000 per annum; Principal Normal Department, \$1,900 per annum; other male Assistants to be graded and paid the same as Principals of District Schools; female assistants to be graded and paid the same as Head Assistants of District Schools."

Concerning the importance of the position at the head of a large school and the character and spirit of the Principal, the Committee use the following language:

"Objection has been urged that we have some Principals at present whose services are not worth \$1,700 per annum. This your Committee neither affirm nor deny."

not if we have any such in charge of our schools, it is the duty of the Board to fill their places with competent men as *speedily as possible*; for the probability is, if they are not worth the salaries recommended, they are not worth anything. Furthermore, your Committee are of the opinion that it is necessary that this Board have at the head of their District Schools men of character and influence as educators — who are willing to make teaching a profession, and to devote their time and energies to it — not to make it a mere stepping stone to the pulpit, the bar, the press, or some other occupation. But unless higher salaries are paid, this end cannot be attained. The Principal of a district school has no perquisites — he is even prohibited from receiving presents from pupils or their parents. He ought to occupy a respectable position in society, maintain his family comfortably, and keep himself fully posted in all that transpires in literature, science, and the arts. Of course, this Board need not be informed that it is out of the question to expect this, in a city such as Chicago, on a salary of \$1,400 per annum."

The almost unanimous adoption of such a report by the Board of Education of Chicago — a body hitherto considered unwisely conservative — will have an important and most salutary influence, not only upon the educational interests of the city, but also upon the progress of education throughout the whole Northwest. It is a fact that all human organizations are susceptible to influence by other similar bodies. Witness the influence which a single person may exert in shaping the customs and institutions of society. What is true in case of individuals is also true when applied to organized bodies. On account of her position and power, Chicago does much toward developing and moulding the political, commercial and business character of the vast area of country of which she is the centre. And so she does educationally. Whatever policy she adopts in the management of her schools, Boards of Education in other cities in the West will imitate. If she is liberally inclined, the influence of her example will encourage the friends of education elsewhere in their attempts to improve the condition of society; if she is penurious in her policy, the same element — generally the predominant one — in the school-management of other cities will be quick to cite her example, and its influence will sadly check all efforts at a much-needed progress.

The Board of Education of Chicago have probably considered their policy only as affecting their own schools; but those outside of the city have some times felt sorely embarrassed by the influence of their example. Only a short time since the Superintendent of Schools in one of our interior cities complained to us of the mischief Chicago was making with all attempts at advancement in his place. But now it is a cause of sincere congratulation by all friends of education in the West that her policy has changed. — *Illinois Teacher*.

AMERICAN WONDERS.—The greatest cataract in the world is the Falls of Niagara, where the water from the great Upper Lakes forms a river of three quarters of a mile in width, and then being suddenly contracted, plunges over the rocks in two columns to the depth of 170 feet each.

The greatest cave in the world is the Mammoth Cave in Kentucky, where any one can make a voyage on the waters of a subterranean river, and catch fish without eyes.

The greatest river in the world is the Mississippi, 4100 miles in length.

The largest valley in the world is the Valley of the Mississippi. It contains 60,000 square miles, and is one of the most fertile and profitable regions of the globe.

The largest lake in the world is Lake Superior, which is truly an inland sea, being 430 miles long, and 1000 feet deep.

The greatest natural bridge in the world is the natural bridge over Cedar Creek in Virginia. It extends across a chasm 80 feet in width and 250 feet in depth, at the bottom of which the creek flows.

The greatest mass of solid iron in the world is the Iron Mountain of Missouri. It is 350 feet high and two miles in circuit.

The largest number of whale-ships in the world is sent out by Nantucket and New Bedford.

The greatest grain port in the world is Chicago.

The largest single volume ever published is Webster's Unabridged Dictionary, American work — the best of the language — containing as much matter as six Family Bibles.

The largest aqueduct in the world is the Croton Aqueduct in New York. Its length is forty miles and a half, and it cost twelve and a half millions of dollars.

The largest deposits of anthracite coal in the world are in Pennsylvania — the mines of which supply the market with millions of tons annually, and appear to be inexhaustible.

All these, it may be observed are American "institutions." In contemplation of them, who will not acknowledge that ours is a "great country."

MINUTES OF THE AMERICAN NORMAL-SCHOOL ASSOCIATION.

HARRISBURG, PA., Aug. 16, 1866.

Association assembled at 11 o'clock. On motion of W. D. Henkle, W. F. Phelps of Minnesota, was elected President to serve till the arrival of Richard Edwards the regular President, who was known to be in the city.

Mr. Phelps expressed the desire that hereafter the Association would be able to meet regularly. Messrs. Henkle and Wickersham explained that informal meetings had been held in Connecticut, New Hampshire and Illinois since the meeting at Buffalo in 1860, at which Mr. Wickersham had been elected Secretary.

On motion of J. P. Wickersham, a committee was appointed to revise the constitution preparatory to a reorganization. The Chair appointed J. P. Wickersham, B. Hagar, and E. A. Sheldon.

Mr. Sheldon then alluded to the interest that he felt in this Association. It was his first attendance. They were about to reorganize the Training School in Oswego, and he desired to learn all he could here before completing the reorganization.

On motion of W. D. Henkle, the revision committee were appointed to prepare business for the remaining sessions of the Association.

Mr. Edwards having arrived, made some remarks approving the above action, and on motion of Wickersham, he and the temporary Chairman were added to the revision committee.

Wickersham moved that the first topic for discussion in the afternoon be a Committee of Study for Normal Schools, and that E. A. Sheldon open the discussion. Adopted.

On motion of Henkle, adjourned to meet at 2½ o'clock P. M.

AFTERNOON SESSION.

Committee reported, through its chairman, the former Constitution with a few slight changes. The report was adopted with some verbal alterations suggested by Henkle and Edwards.

Order of Business reported by same committee :

1. Appointment of Nominating Committee.
2. Course of Study and Training best adapted to subserve the purposes of Normal Schools.
3. The Domestic Arrangements necessary for the Students of Normal Schools.

The discussion on Course of Study was opened by Mr. Sheldon. He stated the difficulties experienced in Oswego from the fact that pupils enter without sufficient scholastic instruction. In remodelling their course of study, they had inserted more scholastic instruction. The great work is to prepare persons to teach in the common schools of the State. To meet the cases of those not sufficiently acquainted with the elementary studies, a Preparatory Elementary Course had been adopted. He read from the manuscript of a forthcoming circular for the Oswego Training School, the reason for adopting this course, as well as the studies included in it. He then dilated at length on the other courses of study, including the High-School Course, to be pursued at the Oswego Training School, and answered questions proposed to him by W. F. Phelps, John S. Hart, and S. R. Thompson. Some of the questions suggested that the questioners did not believe that the students could complete the courses in the time allotted to them.

Mr. Phelps spoke of the necessity that still exists of combining scholastic instruction with professional instruction. He said that the great question is to ascertain the minimum of scholastic instruction, and still accomplish the great work of Normal Schools. He thought Mr. Sheldon had laid down in his Preparatory Course too much to be accomplished in the time allotted, namely twenty-one weeks. He alluded to the schools of Minnesota, saying that it had been officially stated that many of the school-houses are unfit for man or beast.

Dr. Hart, of New Jersey, stated that he had found the same difficulty in reference to the want of scholastic instruction. In Normal Schools in large cities, a higher degree of scholastic knowledge can easily be required for admission.

Mr. Wickersham, of Pennsylvania, had not yet made up his mind about a course of study, although he had been engaged in a Normal School ten years and had given some attention to the subject previously. His ideal of a Normal School is one in which the instruction is entirely professional, but this ideal cannot be realized in this country, perhaps, for a long time to come. There is a great difference in learning a thing to know it and learning a thing to teach it. He explained the course pursued at Millersville.

Mr. Edwards, of Illinois, did not consider the introduction of scholastic studies an unmixed evil. He did not mourn over the difficulty as some of his brethren. He then gave an account of the Normal University at Normal, a village near Bloomington, Ill.

Mr. Henkle said that the whole discussion had indicated that most of the gentlemen had misconceived the true character of a Normal School. He conceived that scholastic instruction was part and parcel of its mission; that the results would be greater if the Normal School had the training of the pupil from infancy until that pupil was sent out as a teacher.

The President announced Wickersham, Hager, Phelps, Hart, and Henkle as the committee on nominations.

On motion of Dr. Hart, the Association proceeded to the discussion of the second topic.

Mr. Phelps stated the difficulties of procuring accommodations for pupils on account of the high price of boarding.

Wickersham gave the practice at Millersville. The law in Pennsylvania requires that the Normal Schools shall each have a boarding house capable of accommodating three hundred boarders.

Dr. Hart gave the experience at Trenton; they are about to adopt the Millersville plan, and have already introduced it to some extent.

Mr. Henkle gave the plan adopted at Lebanon, O., and in answer to the statement made by Messrs. Wickersham and Hart, that pupils could be managed better in boarding houses belonging to the school than when allowed to board in private families, said that the more students are watched the more they need to be watched.

Dr. Hart alluded to the difference between villages and large cities, and especially state capitals.

On motion of E. A. Sheldon, the discussion was suspended.

After some remarks by Mr. Phelps, he moved that a committee of five be appointed to report at the next meeting on a Course of Study, and the necessary means of carrying it out,

It was moved by S. R. Thompson, of the State Normal School at Edinboro, Pa., that the committee publish their report in the *School Journals* three months before the next meeting, in order that members may be better prepared to discuss it. Adopted.

The committee reported as the subject of the evening's discussion: The expediency of memorializing the National Government on the propriety and importance of Congress making an appropriation for establishing State Normal Schools, and making grants for the same, as has been done in the case of agricultural colleges. Discussion to be opened by Dr. Hart.

Adjourned to meet at 7½ o'clock in the Hall of Representatives.

EVENING SESSION.

Association met pursuant to adjournment.

Nominating committee reported for

President—Richard Edwards, State Normal University, Normal, Ill.

Vice Presidents—D. N. Camp, State Normal School, New Britain, Conn., W. Phelps, State Normal School, Winona, Minn., J. S. Hart, State Normal School, Trenton, N. J. E. A. Sheldon, Training School, Oswego, N. Y.

Secretary—D. B. Hager, State Normal School, Salem, Mass.

Treasurer—J. P. Wickersham, State Normal School, Millersville, Pa.

The report was accepted, and officers elected.

The subject for discussion was then taken up.

Dr. Hart said that the education of the South is now the great desideratum, but if Congress should make grants for Normal Schools, these grants would be made to all the States, and hence the Northern States would be benefited as well as the Southern States. He said the grant ought to be made in money rather than in land.

Camp said that if it were made in lands, it could be very soon converted into money, as had been done in Connecticut with the grant to agricultural colleges.

Zalmon Richards, of Washington, expressed his regret that General Howard was not present. The great conservative power in this nation is the educational power.

J. B. Thompson of New York, spoke of the importance of the subject, and hoped that whatever action should be taken, no reference should be made to sex or color. The future good of the negro race in this country would depend on the education of the white trash of the South. The South needs Normal Schools to teach colored teachers and white teachers too. While the fifty thousand teachers needed in the South are training, Northern teachers would be needed as missionaries.

Mr. Tilton, of Boston, spoke of the difficulties in the way. He said that educational matters must be managed by the Southern States themselves after reconstruction. He believed that Congress ought to confiscate the property of the leading rebels of the South, and appropriate the proceeds to some public purpose.

Alfred Greenleaf, of Brooklyn, said that free schools from the Lakes to the Gulf, for men of all colors, are necessary to the perpetuity of the Government. He hoped the Association would never meet without looking to Washington for aid in this matter.

Dr. Cruikshank, of Albany, was in sympathy with the end, but had doubts about the means. Normal Schools are rather the growth of an advanced state of education. The number of teachers that had attended the Normal School in Albany had been only 4,600 in twenty years, of whom but 1,600 had graduated, and only 500 are now teaching in the State. He then spoke of the importance of a national bureau of education, for the purpose of collecting statistics.

Mr. Bulkley, of Brooklyn, said we ought to learn from the action of religious bodies. Some were in favor of sending highly-educated ministers to the South. This failed, because the ministers could not be obtained, nor would they be exactly suited to the work. The result was, that religious men and women went as colporteurs. He did not think we would gain by memorializing Congress for grants for Normal Schools. It is visionary to ask for such appropriations. We ought to go out as missionaries—missionaries need no diplomas.

Mr. Phelps did not understand the logic of the last two gentlemen. He spoke at length on the docility of black children. Where are the skilled missionaries to be obtained? He knew of no means so well adapted to furnish them as Normal Schools. The fault in New York, his native State, was in not having more Normal Schools to furnish her 25,000 teachers. He alluded to the establishment of the common schools in Massachusetts Bay Colony by the side of the church. Other colonies did not adopt this plan, and a Governor of one of these rejoiced that there were no free schools within its limits, and that the day would be far distant when they should be established on the soil of the Sacred Dominion. Hence, the rebellion and its evil effects. The National Government had failed in not having nationalized education long ago.

Mr. Hailman, of Louisville, Ky., said he was deeply impressed with the disadvantage of slave aristocracy to a common school system, but we should keep more closely to the subject under consideration. He was in favor of an appropriation only to those States that would establish a system of Normal Schools, embracing one school for every hundred or two hundred thousand inhabitants. Let the General Government assist the States.

Dr. Hart said that Congress, in the grants, might reserve certain rights, thus giving a kind of unity of action throughout the States.

The Secretary was then called to the Chair, and the President made an eloquent appeal in behalf of Normal Schools, showing how the teachers sent out from them reduplicate themselves wherever they labor, and the good of these schools is far-reaching, and must not be estimated by the bare number of teachers sent out by them.

The grand-pupils, great-grand-pupils, and so on, must be put down to their credit. Normal Schools in the South need not at first be of the high standard of those in the North.

Phelps moved that seven memorialists, representing as many States, be appointed to memorialize Congress.

The propriety of acting in connection with the National Teachers' Association was suggested by S. S. Greene, of Rhode Island. This suggestion was discussed by Phelps, White, of Chicago, J. F. Stoddard, of New York, J. B. Thompson, and Hart; some being in favor of joint action, and others of independent action.

Committee on Course of Study—Camp, Hart, Sheldon, Phelps and Hagar.

Memorial Committee—Hart, of New Jersey; Wickersham, of Pennsylvania; Dickinson, of Massachusetts; Sheldon, of New York; Welch, of Michigan; Henkle, of Ohio; and Camp, of Connecticut.

Adjourned.

RICHARD EDWARDS, President.

W. D. HENKLE, Secretary.

Salem (Ohio) Republican.

TEACHERS: Do you know how much good you can do, and how much expense you can save to your scholars and their parents, by caring for the children's books to prevent their destruction, and by repairing them when they begin to fall to pieces? Hilton's Insoluble Cement is the article to use to fasten loose leaves or to re-bind books when the covers fall off. They can thus be made as strong as new with very little expense. Let every teacher keep a bottle of the Cement on his desk, at his own expense or that of the district, and apply it whenever needed; remembering that a stitch in time saves, etc. Recommend to children and parents to do the same thing at home, and so do much good as you have opportunity. [P See advertisement.

JOSEPH E. WORCESTER, LL. D., compiler of the "Dictionary of the English Language" bearing his name, died at Cambridge, Mass., on the 27th of October, at the age of 81 years.

QUESTIONS FOR WRITTEN EXAMINATIONS.

ARITHMETIC.

1. John takes 2 ft. 10 in. at a step, and William takes 2 ft. 6 in. each step. How far will William walk while John is walking $4\frac{1}{2}$ miles, if John takes $\frac{4}{5}$ as many steps as William?
Ans. 5 miles.
2. The true discount of a sum of money due in 1 year, 4 months, 20 days, is \$87.96; how much less is it than the interest on the debt for the same time?
Ans. \$7.33.
3. The true present worth of a sum of money due in 9 months is \$649.875; what is the interest on the debt for 2 years, 9 months, 10 days?
Ans. \$143.019.
4. For what sum must a note payable in 5 mos. be written that when discounted at a bank, money enough may be received to pay for 5 shares of stock at an advance of 300 per cent., the par value being \$100?
Ans. \$2,062.33.

5. Get the difference between the simple and the compound interest of \$780.50 for 3 years, 8 mos., 24 days, at 10 per cent. Ans. \$43.14.

6. What must be my asking price for goods costing \$5.40 per yard, that I may fall 16 $\frac{2}{3}$ per cent. from it and still lose but 11 and one-ninth per cent. on the cost? Ans. 5.76.

8. A merchant sold \$2400 worth of goods, one-half the sum to be paid in 6 months, one-third of it in 8 months, and the remainder in 10 months. What is the worth in cash when money is valued at 1 $\frac{1}{2}$ per cent. a month? Ans. \$2,180.

8. 10 $\frac{1}{2}$ sq. rds. is what per cent. of two and one-fifteenth acres? Ans. 3 $\frac{1}{2}$.

$$9. \left\{ \frac{\frac{1}{2}}{\frac{1}{5\frac{1}{2}}} \times \frac{\frac{1}{.04-5}}{71-7} \right\} + \frac{.006\frac{2}{3}}{\frac{1}{111-9}} = ? \quad \text{Ans. } 110\frac{1}{2}.$$

10. My agent gets a note for \$840, payable in 6 months discounted at a bank, and invests the sum received in cotton at 50 cents a pound after deducting his commission of 1 $\frac{1}{2}$ per cent. of the purchase money. How many bales of 600 lbs. each did he purchase?

Ans. 2 $\frac{6996}{10125}$

MENTAL ARITHMETIC.

[From the "Progressive Intellectual Arithmetic," published by Ivison, Phinney & Co., New York.]

1. A laborer engaged to work 20 days, on condition that he should have 12 dimes for a day's labor, and pay 2 dimes for every idle day for board; he received as many dollars as he worked days; how many days was he idle?

2. A lad inquiring his mother's age, his father replied, " $\frac{2}{3}$ of my age is 9 years more than six-sevenths of your mother's, and the sum of our ages is 72 years." How old was his mother?

3. A rope was cut into 3 pieces; the first piece was 5 feet long, the second was as long as the first plus $\frac{1}{4}$ of the third, and the third was as long as the other two; what was the length of the rope?

4. Hobart, having 20 marbles more than Dwight, plays with him; Dwight wins $\frac{1}{4}$ as many as he had at first, when Hobart has $\frac{2}{3}$ as many left as he commenced with; how many had each at first?

5. The difference between two numbers is 16; if 4 be taken from the larger and added to the less, 2 $\frac{2}{3}$ times the larger will equal 3 one-sixth times the smaller; what are the numbers?

6. Jason bought a watch, and had \$20 remaining; he then gave 2 times the cost of the watch for a rifle, and had one-seventh of his money left; what did the rifle cost?

7. Find the ages of A, B, and C, by knowing that C's age at A's birth was 5 $\frac{1}{2}$ times B's, and now is equal to the sum of A's and B's; also that if A were now 3 years younger, or B 4 years older, A's age would be equal to $\frac{2}{3}$ of B's.

8. Henry saves \$5 while John saves \$7; how much will each have when the difference between what each has saved is \$30?

9. B's fortune is 1 $\frac{1}{2}$ times A's; the interest of $\frac{1}{4}$ of A's fortune and $\frac{1}{4}$ of B's for 5 years, at 6 per cent., is \$600; what is the fortune of each?

10. A drover paid \$76 for calves and sheep, paying \$3 apiece for calves and \$2 for sheep; he sold $\frac{1}{4}$ of his calves and two-fifths of his sheep for \$23, and in so doing lost 8 per cent. on their cost; how many of each did he purchase?

RESIDENT EDITORS' DEPARTMENT.

JUVENILE LITERATURE.

It is perfectly obvious to any one who has carefully watched the progress of education in this country, that it is not only economy to furnish the best academic culture for our children, but that it is wise to provide the means of rendering this culture useful both to themselves and the state. Our children need to know not merely how to read and spell, to write and cipher, to gather up, by detail, facts and principles out of philosophy and chemistry, grammar and logic, by mere school drilling; they need not merely to acquire the ability to read rhetorically, they need much more to form the habit of reading *understandingly*. Upon this depends all future growth. Largely educated men are those, and only those, who have read habitually, carefully, understandingly, thoroughly; who have day by day, by the power of a strong will, often under discouragements and in the face of obstacles, laid their intellects side by side with the thoughts of other men, and made them their own. Most of the reading of our children in the schools is quite different from anything which would be likely to lead to this. A large part of the matter of many of our school reading books is too little entertaining and quite beyond the easy comprehension of juvenile minds, and because of this, very many of our young folks acquire the habit of *dissociating thought from reading*, a habit, which if continued, will effectually preclude all future progress in education, and will be very likely to secure a permanent distaste for reading at all.

What we have long needed is a literature adapted to young minds; a literature which, while it shall win the young soul by the simplicity of its thought, shall interest it by the naturalness, the earnestness and enthusiasm of its narrative; a literature which our juveniles shall feel to be theirs. Its characteristics should be, purity of morals and taste, elegance as well as simplicity of style, appropriateness of imagery and felicity of expression. Its main aim should be to develop and improve the perceptive powers, by presenting such imagery of thought and feeling to the young mind as will interest and delight, as well as instruct, and lead to the habit of continuous thinking. Such narratives should be furnished as will call forth the pleasurable exercise of these powers. Children are easily taught to do that habitually in which they find pleasure. Besides, whatever affords pleasure in the reception is much more likely to secure a permanence in its retention. From the habitual perusal of such a literature, the passage would be easy and much more frequent to reading requiring more maturity of intellect, a more careful and continued exercise of the understanding, and a more rigid analysis.

We are pleased to know that the Messrs. Ticknor & Fields, of Boston, have undertaken to supply a deficiency so much felt, by the issue of their juvenile periodical, entitled, "Our Young Folks." We also congratulate them upon the success of their undertaking, and so far as we have observed, we heartily commend it to all the children of the land. Its narratives are entertaining, its counsels are judicious, its instructions are useful, its illustrations pertinent, and its enigmas and rebuses dark enough for the brisk exercise of juvenile wits. Its object is announced to be to furnish a periodical so pure and just in sentiment, and so attractive in style as to foster a taste for whatever is excellent in literature, and so artistic in illustration as to cultivate a proper appreciation of whatever is true in art, and thus to secure for our children a love and a habit of continued and critical reading.

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
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THE
RHODE ISLAND SCHOOLMASTER.
DECEMBER, 1865.

VOLUME ELEVEN.

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INFLUENCE OF THE LETTER "R" ON THE SOUNDS OF ENGLISH
VOWELS.

THREE sounds are connected with the letter *r*. The first of these is the common consonant sound, heard when a word begins with that letter ; as in *rain, reel, right, rose*.

It is often the case, especially in New England, that this sound is either made very obscure, or entirely dropped, when the letter *r* follows the vowel of the syllable in which it stands, unless the *r* happens to come immediately before another vowel sound. Thus, in such words as *start, fair, earnest, err, sir, first, word, north, former, four, foremost, church, and curtain*, the consonant sound of *r* is often entirely omitted ; but it is heard in such words as *starry, fairest, erring, verily, sirrah, miracle, horrid, boring, poorest, and current*, because it is not easy to pass from one vowel sound to another without an intervening consonant sound.

The same principle is sometimes applied to the different words of a sentence. Thus, in the expression *nor can he*, the consonant sound of *r* may be omitted ; but it is not as likely to be omitted in *nor is he*, though sometimes, perhaps, added to the beginning of the word *is*.

The second sound of *r* is a modification of the first, produced by vibrating the tongue while uttering it, and is called the trilled *r*. As it is seldom heard with much distinctness from native Americans, it need not be separately treated.

A third sound, intimately associated with the letter *r*, and seldom heard but in connection with it, is the vowel sound called obtuse *e*, or obtuse *u*. This is the vowel sound heard in such words as *earn*, *err*, *sir*, *first*, *word*, *church*. It is, in fact, a sound which has no fixed written representative, and it matters little whether it is considered a sound of *r*, or of the vowel which precedes it, or a sound introduced between the two and not represented by either. The first seems to be the case in the words just mentioned, and the last in words containing a long vowel, such as *more*, *moor*, *perring*, etc., hereafter named.

When both the vowel and the consonant sound are heard, the former must precede the latter; but only the consonant sound should be heard when *r* precedes the vowel of the syllable in which it stands, as in *round*, *preach*, *strict*. Some uncultivated speakers occasionally utter a slight preliminary sound of obtuse *e* before the consonant sound of *r* in such words as *rain*, *right*, *truth*, etc.; but such a pronunciation is neither common nor elegant.

The natural position of the letter *r* in a word is next to the vowel of the syllable in which it stands, either just before or just after it. In the latter case it may modify the vowel sound, but not usually in the former. It therefore frequently influences the vowel sounds which precede it, and not generally those which follow it. An apparent exception to this is found in such words as *acre* and *lucre*; but in English pronunciation the *r* follows the *e*. The case of *r* followed by long *u* will be considered hereafter.

POSITIONS OF LONG AND SHORT VOWELS.

As the effects of *r* differ in the case of long and short vowels, it will be necessary first to state when a vowel naturally has its long sound, and when it takes its short sound. So far as pertains to this discussion, there are two* positions in which a vowel may have its long sound, viz.:

1. When it stands before a consonant followed by silent *e*; as in *male*, *mete*, *pine*, *cote*, *huge*, *type*.
2. When a second vowel is written with it, in the same syllable; as in *mail*, *steak*, *meat*, *meet*, *mien*, *coat*, *soul*, *feud*.

* A vowel ending an accented syllable is usually long, but it is obvious that it can not be modified by an *r* following it in the same syllable. Neither have such combinations of consonants as lengthen the vowels in *flight*, *wild*, *cold*, etc., any connection with *r*.

In the case of *e*, doubling the written vowel gives the sound of long *e*. Doubling *o*, on the contrary, gives it a *u* sound, sometimes long, as in *mood*, and sometimes short, as in *good*.

A single vowel usually has its short sound when the syllable which contains it ends in a consonant; as in *tramp*, *met*, *pest*, *pin*, *him*, *cot*, *hug*, *hunt*, *hymn*.

There are many words which are exceptions to the above rules, such as *have*, *are*, *love*, *done*, *granite*, *friend*, *sieve*, *been*, *young*, *flight*, *wild*, *cold*, etc.; but syllables ending in *r* or *re* generally conform to these principles.

"R" FOLLOWING LONG VOWELS.

When any long vowel, except Italian *a* and broad *a*, is followed by *r* in the same syllable, a slight sound of obtuse *e* is inserted between the sound of the vowel and the consonant sound of *r*; as in *here*, *hear*, *peer*, *mire*, *more*, *moor*, *our*, *pure*, *pyre*.

This may be perceived more clearly by comparing *sere* with *se-er*, *hire* with *higher*, *lore* with *lower*, *sore* with *sower*, *sure* with *sho-er*, *pure* with *fewer*, *lyre* with *liar*, *flour* with *flower*, etc. It will be observed that the quality of the sounds is precisely the same in each pair of words; but in the second word of each the sound of obtuse *e* may be somewhat more prolonged, and made the commencement of a distinct syllable, when spoken deliberately.

In uttering most long vowel sounds, the vocal organs are in such a position that they can not readily pass at once to the position required for producing the consonant sound of *r*; hence the introduction of obtuse *e*. In the case of Italian *a* and broad *a*, however, the vowel sound coalesces at once with the consonant sound of *r*, as may be learned by pronouncing the words *far* and *war*.

In such words as *care*, *pare*, *pear*, *pair*, etc., the position of *a* shows that it should be long, as in *cape*, *pale*, *pail*, *steak*, etc. It is so marked in the older dictionaries, and if pronounced as marked, *pare* and *payer* would bear the same relation to each other as *more* and *mower*, and others above named. In Great Britain this pronunciation probably prevails; but in this country, and especially in New England, the *a* in such words is more frequently short *a* lengthened, with obtuse *e* added, as in the case of most other long vowels. This is readily learned by comparing *care* with *carry*, *pare* with *parry*, etc. Even if the cause of this anomaly can not be explained, the fact must

be admitted, and the later editions of our American dictionaries provide a special mark for *a* in such words.

This throws light upon the question, "How should *parent* be pronounced?" No authority divides it *pa-rent*. Although the *a* is long, it is followed by *r* in the same syllable, and should be pronounced like the *a* in *care* and *pare*.

In some common words, such as *there*, *their*, *where*, *ere*, etc., long *e* takes the sound of long *a*, and therefore undergoes the same change as *a* in *care*, *pair*, etc.

It should be borne in mind that the consonant sound of *r* is often entirely omitted after these long vowels, unless it comes immediately before another vowel sound, as has before been stated. This is seen in a common pronunciation of *care*, *careless*, *caring*; *fear*, *fearful*, *fearing*; *more*, *mourn*, *moreover*; *bar*, *barn*, *barring*; *war*, *warm*, *warrant*. In the case of Italian *a* and broad *a*, the *r*, according to this pronunciation, is not sounded, unless before a vowel; while in the case of other vowels, *r* is represented only by obtuse *e*, under similar circumstances. *R* should, in such a position, have at least a slight, consonant sound.

"R" FOLLOWING SHORT VOWELS.

1. When any short vowel, except *a* or *o*, is followed by *r* in the same syllable, that vowel loses its own sound and assumes the sound of obtuse *e*, unless the *r* (either single or double) is followed by a vowel in the same word; as in *her*, *term*, *certain*, *concern*, *swerve*; *sir*, *bird*, *firkin*, *whirl*; *burr*, *burn*, *burden*, *cur*, *curl*, *curtain*; *myrrh*.

This may be perceived more clearly by comparing *her* with *hem*, *sir* with *sit*, *burr* with *but*, *myrrh* with *myth*, etc. It is evident that *e*, *i*, *u*, and *y*, when followed by other consonants, usually have their proper short sound; but before *r* they all have the same sound, obtuse *e*, which is often confounded with short *u*, though distinct from it.

Here, as elsewhere in this article, an attempt is made to represent sounds as actually pronounced by the educated people of New England, and not to follow distinctions made by the older orthoepists where none now exist.

2. When followed by *r* in the same syllable, without a succeeding vowel, short *a* usually assumes the Italian sound, and short *o* is usually lengthened nearly into broad *a*, if found in a monosyllabic word, or an accented syllable; as in *far*, *farm*, *farmer*; *nor*, *north*, *normal*.

This may be perceived more clearly by comparing *far* with *fat*, *tar* with *tap*, *mar* with *mad*; *nor* with *not*, *lord* with *lost*, *for* with *fop*, etc. It will be seen that the *o* of *nor* is longer than the *o* of *not*, but not quite so long as the broad *a* of *naught*; for broad *a* and short *o* have the same quality, and differ only in quantity.

It might at first appear that such words as *war* and *work* furnish an important exception to the above rule; but it will be found that another principle here takes precedence of the one in question. The *a* of *war* would have the Italian sound, as in *far*; and the *o* of *work* would take the lengthened sound of short *o*, as in *fork*, were it not that the *w*, instead of the *r*, gives character to the vowel. The principle may be stated thus:

When preceded by the consonant sound of *w* (*w*, *qu*, *wh*), short *a* usually takes the sound of short *o*, or broad *a*, except when followed by a *g* or *k* sound; and short *o* usually takes a sound of *u*; as in *was*, *walk*, *want*, *warn*, *warrior*, *squash*, *quart*, *wharf*; *wolf*, *won*, *world*, *worship*, *worry*, *whorl*.

Hence we may modify the second rule, given above, by the provision that, when preceded by the consonant sound of *w*, short *a* becomes short *o* lengthened, and short *o* becomes obtuse *e*.

3. If short *a* and short *o* are placed in an unaccented syllable, especially the last syllable of a word, they generally lose their own short sound before *r*, and assume that of obtuse *e*. Hence the final sounds of *polar*, *colder*, *nadir*, *author*, *sulphur*, *martyr*, and *grandeur* are generally pronounced exactly alike.* Some persons, however, give to *ar* and *or* in such positions the same quality as in accented syllables, especially in such words as *creator*, *pastor*, etc.

It should be borne in mind that after short vowels, as well as after long ones, the consonant sound of *r* is often entirely omitted. Hence *mower*, *more*, and *Noah*; *manner* and *manna*, often take the same final sound; the consonant sound of *r* being omitted in one case, and the Italian *a* changed to obtuse *e* in the other.

4. When *r* (either single or double) stands between two vowels in the same word, any short vowel immediately before the *r* usually retains its own proper short sound, and the *r* has its proper consonant

* This is only a single illustration of the general principle that when a short vowel is unaccented, there is a tendency to pronounce it like short *u*; as in *servant*, *patient*, *sermon*. When followed by *r*, this vowel, of course, becomes obtuse *e*.

sound, without any intervening obtuse *e*; as in *carry*, *harry*, *merry*, *very*, *mirror*, *miracle*, *spirit*, *borrow*, *florid*, *coral*, *flurry*, *hurry*, *tyranny*, *syringe*.

Warrant, *warrior*, *quarry*, *worry*, etc., are exceptions, as before explained.

Custom is not as uniform in the case of *u* as with the other vowels, probably because short *u* is so often confounded with obtuse *e*. According to this principle, *flurry* should take the same sound of *u* that *flutter* does.

It is also evident that the *y* of *syrup* should take the sound of short *i*.

Sometimes the derivatives of a word ending in *r* retain the vowel sound of their primitive in order to preserve its identity; as in *starry*, *barring*. *Erring* is sometimes pronounced with obtuse *e*, and sometimes with short *e*; but *error* always takes short *e*, in accordance with the rule.

In the New England pronunciation of *care*, *pare*, etc., short *a* lengthened is substituted for long *a*, and therefore it takes the obtuse *e* before *r* in such words; and this may sometimes be retained in such derivatives as *caring*, *paring*, etc.

"R" FOLLOWED BY LONG "U."

R seldom, if ever, affects a pure vowel sound which follows it. But the English sound of long *u* may be called a semi-consonant diphthong, being composed of the consonant sound of *y* and the vowel sound of *oo*. The sound of the letter *r* in English can only stand just before or just after the vowel of the syllable in which it is found; hence it would be impossible for it to stand next to the consonant sound of *y*, in the same syllable. If the *y* sound of long *u* should be retained after *r*, it must become a vowel (*rfool* or *rēool*) unless the *r* is separated from the *u* (*r-yool*). In either case the combination of sounds is a difficult one, and contrary to the analogies of the language. Hence orthoepists have generally agreed that long *u* should be pronounced simply *oo* after the sound of *r*, in such words as *rule* and *truth*.

D. W. H.

THE DIPHTHONGS "EI" AND "IE."—There is frequently much difficulty in determining which of these diphthongs should be used. A conversation upon the subject recently with an accomplished lady of this State educed the following letter: [M.]

DEAR SIR:—I have been looking over my old papers and have found the article that I was speaking of to you :

“ *Useful Orthographical Rule.*—Among the other difficulties of English orthography is the relative position of *i* and *e* in the words ending in ‘ieve’ or ‘eive,’ and both in manuscript and print are seen ‘believe’ and ‘beleive,’ ‘recieve’ and ‘receive,’ ‘reprieve’ and ‘repreive.’ The writer was somewhat surprised on being told not long since, by a foreign lady who has taught English in Holland, that there was a rule regulating the position of the letters referred to in all such words ; and as it was new to him, and so far as he has discovered, new to every one, he thinks it may be useful to give it publicity. When the preceding consonant is a letter which comes after *i* in the alphabet, *e* comes after *i* in the word, as ‘believing’ ; but when the preceding consonant comes before *i* in the alphabet, *e* comes before *i* in the word, as ‘receive.’ The rule is invaluable as applied to the class of words referred to, but is not of as general application to words of one syllable having the same vowels in juxtaposition ; thus we have ‘niece,’ ‘ceil,’ etc., which conform to the rule ; and ‘chief,’ ‘seize,’ etc., which do not.” ✓

From *Christian Witness*.

With much respect, very truly yours.

EXTRACT FROM THE ANNUAL REPORT OF THE SCHOOL COMMITTEE OF THE CITY OF PROVIDENCE—1885.

FREE SCHOOLS IN MASSACHUSETTS.

IN the autumn of 1636, the General Court of Massachusetts, over which body Henry Vane presided, voted four hundred pounds towards the creation of a public “School or College.” This appropriation was equivalent to the Colony tax for a year. Regarded in that light, says Barry, a million of dollars at the present day would inadequately represent it. This was only six years from the first settlement of Boston. “Provision,” to use the language of Palfrey, “had hardly been made for the first wants of life,—habitations, food, clothing, and churches. Walls, roads and bridges were yet to be built. The power of England stood in attitude to strike. A desperate war with the natives had already begun, and the government was

threatened with an Antinomian insurrection." Through and beyond these dark complications of the present, the New England founders looked forward to the great necessities of the future, and cheerfully endured privation and toil, that they might advance human learning, and perpetuate it for the benefit of posterity. The special motive and object of all this are plainly indicated by the motto "Christo et Ecclesiae," on the seal of Harvard College or University, the foundations of which were thus laid.

In the early part of the previous year, provision had been made for instruction in the elementary branches of learning. At a public meeting held in Boston, on the 13th day of April, 1635, so runs the record, "it was generally agreed upon, that our Brother Philander Purmont shall be entreated to become schoolmaster, for the teaching and nurturing of children with us." In 1642, the General Court of the Colony, by a public act, enjoined upon the municipal authorities the duty of seeing that every child, within their respective jurisdictions, should be educated. Five years later, a law was passed making the *support* of schools compulsory, and education both universal and free. Every town of fifty families was bound to maintain a school, in which children should be taught to read and write; and every town of one hundred families was obliged to maintain a grammar school, the master whereof should be able to qualify youth for the University.

Thus, the early settlers of Massachusetts conceived, and, in their poverty, executed a scheme, which had proved too high for the intellect, and too vast for the power of every previous potentate or people. Universal education, at the public expense, was now inaugurated. On this rock, says the lamented Edward Everett, the infant settlement was laid, and on this it has ever rested. And more than two centuries of successful operation proclaim the firmness of the foundation, and the wisdom and beneficence that planned the structure. Every community in the civilized world awards it the meed of praise; and states at home, and nations abroad, in the order of their intelligence, are copying the bright example. To her free school system it is mainly owing that Massachusetts, with an area of but eight thousand square miles, without mines or precious metals, with a sterile soil, a cold climate, and a "rock bound coast," has been enabled to rear and support, within her narrow limits, a population, according to the last census, of nearly a million, being a greater population, in proportion to her size, than that of any other State in the Union; and

this besides sending forth, from year to year, a host of intelligent and enterprising emigrants to people the sunny lands of the South, and the fertile prairies of the West. To this, too, it is mainly owing that, in her political history, in commerce and manufactures, in science, literature and the arts, in statesmanship, in wealth, in efforts to ameliorate the condition of suffering humanity and to improve the human race, in everything that makes and constitutes influence, she has always held the first and foremost rank among all her sister States. True, there are political and moral causes for prosperity, which should not, says Everett, be overlooked. A free popular government, which extends an equal protection to all; a greater degree of practical equality than exists in any other highly civilized country; a traditional respect for the law; a good state of public morals; a pervading religious sentiment; these have all been conducive, in a greater or less degree, to the prosperity which Massachusetts, as a State, has so preëminently enjoyed. It need hardly be said, however, that some of these influences owe their existence to the intelligence which education has fostered and diffused in the community, and that all of them operate through that intelligence.

FREE SCHOOLS IN RHODE ISLAND.

More than a century and a half elapsed before Rhode Island followed the bright example of Massachusetts, in establishing free public schools. Perhaps there were grave reasons why she should be unwilling to imitate a State from which her founder had been banished, and in which her teachers of religion had been scourged and imprisoned "for conscience sake." These, however, are matters which it is not necessary to discuss in the present report. Whatever may have been the causes, it is certain that here the people, as a whole, have never been peculiarly favorable to schools or institutions of learning. Providence has manifested more interest in them than the other towns, yet, even here, the record, until within a comparatively recent period, is not especially flattering. It may be gratifying to the public to have the facts pertaining to the origin and early history of our own free public schools, embodied in pamphlet form, for circulation and future reference.

ORIGIN OF FREE SCHOOLS IN PROVIDENCE.

In the spring of 1770, the Rev. Dr. James Manning, President of Rhode Island College, now Brown University, removed from the

town of Warren and settled in Providence. He found here a population of less than four thousand inhabitants, not a few of whom were unable to write even their names. Whatever efforts had previously been made by the town in behalf of popular instruction,—and they may be found recorded in full in Staples' "Annals,"—schools, at this period, says the late Samuel Thurber, "were but little thought of," and ignorance and her twin sister, prejudice, generally prevailed. Dr. Manning at once addressed himself to the work of "enlightening and informing the people," in which, again quoting the words of Thurber, he "did great things." Under his genial and all-pervading influence, schools of various grades were established, the present commodious and elegant meeting house of the First Baptist Church was built, and the forms of worship, especially in his own religious denomination, were greatly improved. For this work he was singularly well adapted by nature, and qualified both by position and superior culture and attainments. He was himself the Principal of a Grammar or Latin School, in addition to his duties as a College instructor, and for many years, even until the day of his death, he was the Chairman of the School Committee of the town. Through the columns of the weekly press, and by means of private conversation and public addresses, a feeling was awakened, on the part of the people, in favor of popular education. In creating and developing this feeling or sentiment, Dr. Manning was greatly assisted by his friend and associate the Rev. Dr. Enos Hitchcock, Pastor of the First Congregational Church, and for many years a prominent Fellow of the College.

At length, the favorable time seemed to have arrived for the establishment of free public schools in Providence. At the annual town meeting held on the 6th day of June, 1791, the subject came up in the form of a petition, praying that a sufficient number of schoolmasters be appointed to instruct all the children in town, at the public expense. The petition was read and referred to the School Committee, consisting, besides the Chairman, Dr. Manning, of the Rev. Dr. Hitchcock, the Rev. Joseph Snow, pastor of the Beneficent Congregational Church, the Rev. Moses Badger, pastor of St. John's Church, the Rev. Jonathan Maxcy, then the youthful Pastor of the First Baptist Church, and Messrs. Jabez Bowen, Moses Brown, John J. Clark, David Howell, Theodore Foster, John Dorrance, Welcome Angell and Benjamin Bowen. The consideration of the subject, says the "*Providence Gazette*," was referred to the adjournment, on Monday next, (June 13,) ;—and the School Committee

were requested to report, at that meeting, rules and regulations for the government of such Schools, &c. From the almost unanimous approbation this important measure received from all quarters, "we anticipate," says the *Gazette*, "with the greatest pleasure, the happy consequences that may be reasonably expected to result from an establishment which will do honor to the town, be of infinite service to the rising generation, and which must interest every humane mind in its final success. We cannot close this article without saying, what we deem it but just should be generally known, that a number of the most opulent gentlemen in town, who will pay largely on this establishment, have interested themselves warmly in its favor."

At the next meeting, the Committee found themselves unprepared to report in full upon a subject of such vast importance, and again the meeting was adjourned until the first Monday in August. Meanwhile the matter was discussed in the columns of the weekly press, and the advantages of free public schools were fully and ably set forth. In the *Gazette* for Saturday, July 30, every male inhabitant, and heads of families especially, are requested to lay aside other concerns, "and attend on the town meeting next Monday, in the afternoon, to consider and decide on the important measure of establishing town schools." The report presented on that memorable occasion was prepared by Dr. Manning, but the author, alas! was no longer living to advocate, and, by his resistless eloquence, enforce its claims. On the Friday previous to the meeting he had ceased from his earthly toils and labors, after a brief illness of less than a week. We may be pardoned if we introduce here this remarkable report in full, embodying as it does, in clear and decisive language, the great fundamental principles for which the advocates of popular education must always contend, and constituting in reality the CHIEF CORNER STONE of the FREE SCHOOL SYSTEM of Providence.

[TO BE CONTINUED.]

CORPORAL PUNISHMENT IN SCHOOLS.

THERE are works of fiction which are valuable addenda to the more ponderous labors of the historian. Such, certainly, are many of Sir Walter Scott's romances. The ever-changing scenes of national life which are pictured in the pages of Robertson and Hume, are illustrated and embellished by the finished figures and home scenes which

adorn the tales of "Old Mortality" and "Ivanhoe." In like manner, but without presuming to hope for a like success, the writer of this article proposes to submit an old teacher's opinion on the subject of corporal punishment, which has already in this periodical been so ably, historically, and legally examined by previous contributors in the papers, entitled "Pedagogic Life" and "Pedagogical Law."

The glorious uncertainty of the aforesaid law might also be pleaded in justification of this article, for while the use of the ferule is permitted by the highest legal authorities of Vermont and Massachusetts, the coëqual authority of Indiana, with a wisdom surpassing that of Solomon's (if its conclusions are correct) asserts, and ex-Senator Dix, of New York, defends, the contrary opinion. Under these circumstances, well may the bewildered schoolmaster, or pedagogue; as he is termed in the papers before us, exclaim with the ill-fated Desdemona,

"I do perceive here a divided duty ;"

or, if irascible, as unfortunately some schoolmasters are, would he not be almost justified (on beholding, instead of a stable law, this Babel of conflicting opinions), were he to consign such uncertain sounds to oblivion, and do his duty according to his conscience, regardless of whatever unjust penalties might be imposed on him for so doing?

Therefore, with all due deference to the Supreme Court of Indiana, it is the purpose of the writer to contend for the right of all principals of schools to inflict reasonable punishment upon the children committed to their care; and to indicate the crimes for which, and the manner, the way, and the place in which such penalty should be inflicted. But before proceeding with the direct elucidation of the argument, it is right to say that this paper is written in defense of all schoolmasters, public as well as private. It is assumed that it is the intent, even of the State of Indiana, that all her children should be educated, and certainly those who lack such proper training at home are most in need of her especial care. The children of thieves, gamblers, swearers, and drunkards—if there be any such in Indiana—are obtaining one kind of education before they enter the doors of the school-house; but it is an evil one and must be eradicated. Before you can hope for a good crop, you must extirpate the weeds from your garden. It is often, alas! too often, necessary to punish the crime of the parent in the child. But instead of withholding from the teacher the power to exercise this necessary right, an experience of many years proves, to the satisfaction of the writer, that the sway of the teacher ought

rather to be extended, to enable him to reach thoughtless or vicious parents with a ferule of double strength. But this is a hopeless wish, though the present condition of the country painfully proves that the law, notwithstanding its multifarious ramifications, is as unable to prevent the extension of crimes of all kinds as it is to point out decidedly and accurately the path of duty to the schoolmaster. We now proceed to the elucidation of the subject in the order above mentioned, commencing with

THE CRIMES FOR WHICH CORPORAL PUNISHMENT SHOULD BE
INFLECTED.

1st. Rebellion or confirmed disobedience. No school can be rightly conducted in which the authority of the principal is not absolute. If the orders are incorrect, the teacher is amenable to the local powers and the law. "Will you study this lesson?" "I will not." There is no conquering this difficulty but by compulsory subjection.

2d. Repeated lying, repeated thieving, repeated swearing, and repeated gambling, after long and careful admonition for previous errors, demand the same treatment. These are acquired vices, sometimes learned by the child at its home, but there is no other effective remedy. The good teacher has duties to perform to the other children in the school as well as the delinquents, and for their sakes punishment is rendered necessary. Adult thieves are not punished by the law for a national amusement, but to protect the innocent, and deter the unwary from committing the same crimes. These reasons hold good in the school.

3d. *Per contra*. Let the schoolmaster ever remember, before resorting to any punishment, the advice in the play above quoted :

"That his probation bear no hinge nor loop
To hang a doubt on. Or wo upon his life."

It is impossible to overrate the evil effect of one unjust corporal infliction; it is very frequently remembered for life, and often cultivates for years in the recipient the worst of human passions. It is a wise maxim in our courts of law to give the prisoner the benefit of every doubt. It should never be forgotten in our schools.

THE MANNER IN WHICH CORPORAL PUNISHMENT SHOULD BE
ADMINISTERED.

1st. The very first requisite of a schoolmaster is the perfect control of his own feelings and passions. It is the foundation of good govern-

ment. Punishment inflicted in anger is an absolute crime of the highest magnitude on the part of the teacher. From such infliction no good result can be expected ; it is productive only of evil on both sides. The classics, the mathematics, and the arts can be and often are imparted to youth by delegate authority ; but the power of government and the strictest self-command are absolute requisites on the part of all principals of schools.

2d. As a rule, no child after receiving chastisement, should be permitted to leave the presence of the schoolmaster until it is assured of his constant affection. This doubles the good effect, and should be a consequent of all punishment. On the part of the teacher this sympathy must be genuine, for almost all children can instantly detect that which is simulated. Affection is God's coin, if it be frankly given. It must and ever will be returned by youth in the same holy currency.

THE WAY IN WHICH CORPORAL PUNISHMENT SHOULD BE
INFLECTED.

1st. Firmly. A slight punishment is not only useless but positively injurious. It is an advantage gained by the child. A judicious teacher is very seldom compelled to use the assistance of the ferule. No punishment should be so frequently resorted to as to render it common.

2d. Probably the method of punishing on the hand is the best that can be applied, for two reasons : firstly, because it inflicts sharp pain ; and secondly, because it leaves no disfigurement. A jury of mothers will never agree upon the right spot on which to whip their children. Their feelings in this matter may be compared to those of the soldier who was undergoing the penalty of a military flogging from the hands of a friend. At first he said, Higher ! higher ! then, Lower ! lower ! until his friend, whose patience was exhausted, exclaimed, " Confound you, Sam, there's no pleasing you ! " It will ever be the same with parents.

THE PLACE IN WHICH CORPORAL PUNISHMENT SHOULD BE
ADMINISTERED.

1st. Always in private. A teacher has no right to degrade other children by a public exhibition of necessary brutality, unless they have been minor participators in the same crime. Even then it is very doubtful if it be politic. The skeleton at the feasts of the Egyptians

was only the more revolting because it was hidden by a veil. The same effect is produced by private punishment. A wise parent would not let his child behold the cruel flogging even of a brute. The hardening process of such an exhibition upon either children or men is very pernicious. It deadens the conscience, stimulates the cruelty, and brutifies the mind of the beholder. Nothing should be exhibited to either man or child which tends to lower the sacred value of humanity. For these reasons public flogging may be said to create rather than suppress crime.

In conclusion, the writer trusts that the reading public will weigh these statements, and not lightly sentence him as an advocate for unnecessary cruelty. A long experience in the field of education has given him a right to speak on a subject in the study of which he has passed thirty of the best years of his existence. He is quite willing to admit that in a small private school, in which the pupils have for sometime remained under the charge of a careful instructor, corporal punishment may be superseded by expulsion. But this paper is written for all classes of schools, more especially for the public schools of the States.—*American Educational Monthly*.

[Continued from page 202, October Number.]

**BRIEF DISCUSSIONS OF WORDS, PHRASES, AND USAGES IN THE
ENGLISH LANGUAGE.**

BY REV. S. A. CRANE, D. D.

PHRASES AND SYNTAX.

There is another aspect in which the anomalous forms in question may be viewed. A brief glance at this may serve to start a new train of thought on this subject, even if it should be deemed unsatisfactory as a solution of the problem. I suggest it in the form of a query; and I ask, is there not in all such phrases as "the house is building," "the ship is loading," a latent element of the Greek Middle Voice. Are they not examples of reflex action, in which the agent acts or is supposed to act back *upon* himself or *for* himself? In the phrase "the ship is loading," is not the ship personified, and represented as acting *on* or *for* itself, taking on board or receiving the freight? So when we say "the house is building," "the fire is kindling," "the

sun is setting," there is action asserted; and that action terminates on the subject of the verb, while that subject is not repeated as the object of the action. This I suppose to be the distinctive character of the middle voice. When a man says "I am bathing," or "I am shaving," the action so clearly refers to himself, that unless such were his meaning, he would be obliged to add to these several verbs their *proper object* in order to make himself understood. Numerous other examples equally obvious might be adduced to prove that we have in every day use in our language the *middle sense* without the *middle form*. But omitting further illustration I submit the suggestion as presenting a grammatical principle, which may perhaps reconcile their supposed inequalities to the general laws of our language.

Just as I had finished the preceding sentence I remembered a discussion in Walker's larger Dictionary on the word "*Mistake*." Turning to it I find the author quoting Dr. Johnson as saying the word "*mistake*" "has a kind of *reciprocal* sense;" and then adding, "so have all neuter verbs of action, or as Dr. Lowth calls them intransitively active." So far as this remark goes, it seems to me to concede the principle which I have ventured to suggest, that of a middle sense without the form; for the peculiar mark of all this class of verbs is, that the action which they express is always limited to, or affects only their own proper subject. Of course in some of them the middle sense comes out more clearly than in others; depending on the nature of the action, and the closeness with which it connects itself with the subject of which it is affirmed.

Returning to the word, "*mistake*," we observe that its actual use is very abnormal; and that it seems to have caused our lexicographers not a little trouble. Webster says, "in the use of the participle, *mistaken*, there is a peculiarity which ought to be carefully noticed. When used of *persons* it signifies, *to be in error*; but when used of *things*, it signifies, *misunderstood*."

Walker seems to suppose that "*mistaken*" is the equivalent of "*mistaking*;" for he says "*mistaken wretch*" is used for "*mistaking wretch*;" and "I am mistaken for I am mistaking;" and adds that this is "what the Latins call a verb Deponent; an active verb with a passive form."

Whether the rules laid down by these writers will stand the test of severe criticism or not, all will agree that the phrase, "*I am mistaken*," as commonly used, conveys an active not a passive sense; and

and means, "*I have misunderstood*," not "*I have been misunderstood*." But after all, may we not find the source of all this difficulty in the misuse of the auxiliary "am" for "have?" This is a very common error. From our best writers and speakers we read and hear such phrases as these, "*is come*," "*is arrived*," "*is expired*," "*is perished*," instead of the correct form, "*has come*," "*has arrived*," etc. Now, in respect to the verb in question, if we mean to use it in an active sense, let us say, "*I have mistaken*," but if in a passive sense, "*I am mistaken*," and so through all the changes of inflection which we may have occasion to use. Does not this remove all inequality of form, and all ambiguity of meaning? Connected with its proper auxiliaries, and used as the laws of our language require, this verb submits to the regular forms of inflection, and conveys as fixed and certain a meaning as any word in our whole vocabulary.

But the anomalies of our language are among the most perverse and incorrigible of things. Many of them are simply *misuse*; and yet they have a strange power to perpetuate themselves. Others are the remains of an earlier form of speech; and are often distinguished for their vigor and raciness. These latter ought to be carefully preserved. They have stood their ground in spite of all criticism; showing by this fact that there is in them an irrepressible vitality, and that they have their roots somewhere in the deeper foundations of the language.

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
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THE

RHODE ISLAND SCHOOLMASTER.

JANUARY, 1866.

VOLUME TWELVE.

NUMBER ONE.

[Continued from page 234, November Number, 1865.]

GRAMMAR.

WE have now examined briefly some controverted points on personal pronouns. And while I disclaim all pretension to originality on these points, I would like to see in print the correct and complete declension of these pronouns as well as the correct and complete conjugation of the verb to match. Of course space would forbid it here; but I look in vain for it *all* in any one grammar. The reader may well ask in surprise, is that so? Well, look for yourself and see. But if this really is the case, it may well be asked, whether so much space in the pages of THE SCHOOLMASTER could be devoted to a better purpose. I think not; and yet I must forbear; though I cannot avoid the temptation to present the following neat and interesting

PARADIGM OF THE POSSESSIVE PRONOUNS.

PERSON.		FIRST.	SECOND.	THIRD.		
GENDER.		<i>Com.</i>	<i>Com.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
NOM.	<i>Sing.</i>	Mine	Thine	His	Hers	Its
& OBJ.	<i>Plu.</i>	Ours	Yours	Theirs.		

(*Definition.*) Possessive pronouns are so called because they contain in themselves a possessive meaning, — being derived from the possessive case of personal pronouns, — and represent the name of the object possessed.

(*Remarks.*) 1. The possessive pronouns are eight in number. Four of these, *ours, yours, hers, theirs*, cannot possibly be followed by nouns, and therefore can never be considered as possessive *case* of the personal, as some erroneously suppose.

2. Two, viz., *mine, thine*, may be used for *my, thy*, — possessive case of personal pronouns, — in solemn, formal, or poetic style.

3. The remaining two, viz., *his, its*, are also the possessive case of the personal pronouns.

4. The character of the four, *mine, thine, his, its*, is determined by their position or office in the sentence.

5. In declension they are all defective, as, on account of their possessive meaning, they all want the possessive case; but are all used in the nominative, or objective case, and without change of form in the two numbers. All the forms are shown in the paradigm.

6. The fact is these words are, from their nature and use, compound or complex elements, as they contain the possessive case of the corresponding personal pronouns, and the implied substantive idea or element of the object possessed; which latter element may be in the nominative or objective case; and this, being the basis, predominates, or gives character to the whole. The relation is therefore twofold, — first, possessive; second, subject or predicate nominative, or objective.

7. In parsing the possessive element or character is sufficiently explained by the name *possessive*; and they are therefore to be parsed precisely like the substantives they represent. The person and gender in the paradigm refer to the person and gender of the antecedent of the possessive element; and need not be spoken of in parsing unless it be required to parse both elements, which may be done with propriety.

The definition of *relative pronouns* in most grammars applies equally well to other classes of pronouns. Such a definition is defective, as it does not explain the distinguishing characteristics of relatives. I submit the following:

(*Definition.*) Relative Pronouns are those words *which* are used in explanatory clauses to represent and explain some noun or pronoun, called the antecedent, in the preceding clause; or they may sometimes relate to the whole of the preceding clause regarded as a sub-

stantive ; they therefore serve to connect the clauses, and hence are called also Adjective Subordinate Conjunctions.

Relative pronouns are to be distinguished as substantive and adjective ; and the line of distinction divides simple and compound as well as interrogatives,—which are certain relative pronouns used in asking questions. Adjective relatives deserve to rank first then among *adjective pronouns*, *which* name they take when they are followed by nouns which they limit.

We have seen that pronouns are divided into *two general* classes ; and it is an interesting coincidence at least, that *adjectives* are also divided into *two general* classes, descriptive and definitive ; so too, nouns, into common and proper ; verbs, according to their use, into transitive and intransitive, and according to their form, into regular and irregular ; and conjunctions, into coördinate and subordinate.

Definitive adjectives are divided into *five general* classes, viz., *pronominal, numeral, article, proper-substantive, restrictive*. But we might banish the *article*,—*i. e.*, the name,—if it were not for the whims of gramarians, as referred to in the last article. Then there would not be one class less, but one more, as the article would make two distinct kinds : *the* would be *demonstrative*, and *an*, *indefinite*, or better, *unspecifying*. But these, since there is nothing pronominal in their character, could not be classed with the demonstratives and indefinites already mentioned.

To the descriptive belong the *participial* and *substantive* descriptive adjectives.

Thus far has been presented only an epitome of this intensely interesting subject ; probably too brief for some to duly understand or appreciate. And many persons would be likely to regard this treatment of the subject unfavorably, as being “too philosophical and abstruse,” especially for younger scholars. We don’t want to teach it all at once to the younger scholars ; but by easy and gradual lessons ; until finally the whole subject is mastered ; and they have something worth striving for, and worth having, and to make the acquirement both easy and effectual, it is necessary to represent the subject either by a concise tabular arrangement, or better, by a pictorial representation in the shape of a diagram or tree,—or rather, two trees, one representing the pronoun, and the other the adjective,—the branches representing the divisions and subdivisions,—uniting above to represent the union of the two in adjective pronouns and pronominal adjectives, in a manner, or by a principle, analogous to

the occasional union of trees in nature itself. If the scholar, or the teacher, does not here find something as interesting and as useful as Arithmetic, or Algebra, or Geography, or any other study, I am mistaken. These principles apply to general grammar,—to the grammars of all languages. Of course it will be found that in some languages there are some classes not enumerated here; but this results from idiomatic usages. To conform to the present customs it may be best to *parse* the substantive pronouns merely as *personal pronouns*, *possessive pronouns*, or *relative pronouns*; and interrogatives, merely as *interrogative pronouns*.

But we seldom find suitable models, or formulas, for parsing relative pronouns,—and especially compound relatives. For instance, the teacher should know, and the scholar should be taught, that, to parse “*what*,” for example, in the sentence, “I have possessed your grace of *what* I purpose,” he is not called upon to parse “*that that*,” or “*that which*”; since “*what*,” unlike the other compounds, is not a compound, but a primitive word,—from the Saxon *hwæt*, or *hwat*,—and is called *compound* merely because, while it represents the antecedent, like all other relatives, it is used also to embody the idea of the antecedent itself. But the same is sometimes said of *who* and *which* when the antecedent is unexpressed; not with the same propriety, for by good usage the antecedent is inadmissable before *what*, but is easily and necessarily understood before *who* and *which*. Though for all I am able to see, usage alone makes the distinction. In parsing then, it is well enough to talk about “*that which*,” &c., as being the equivalents of *what*; but *parse* WHAT. All thus far said relates to the substantive and declarative use of *what*.

Having said so much about parsing *what*, I will propose the following concise formula: *What* is a compound relative pronoun, neuter gender, third person, singular number, and the antecedent principle [of it] is objective case after of: (*Rule*;) but the case of the relative principle, according to the rule for the relative, “depends on the construction of the clause to which it belongs:” objective case after *purpose*; (*Rule*.) The relative part is also an adjective subordinate conjunction, connecting the clauses, “I have possessed your grace of *what*,” and “I purpose *what*,” (*Rule*.)

What is necessarily repeated in classifying the clauses. The compounds of *what*, as *whatever*, *whatsoever*, are to be parsed by the same model, with the additional remark that the antecedent principle

[part, or element,] is modified by *ever*, or *soever*,—as the case may be,—an indefinite limiting adjective element having the force of *any*.

In parsing the adjective pronouns and pronominal adjectives, as well as the other definitive adjectives we should be more explicit than merely to state the general class. Thus, "*these*" in the sentence, "These are Thy glorious works," is a demonstrative adjective pronoun; and in the sentence, "These things are true," "*these*" is a demonstrative pronominal definitive adjective.

The subject of the conjugation of the verb in the next number will close this series of articles on grammar.

J. M. R.

EXTRACT FROM THE ANNUAL REPORT OF THE SCHOOL COMMITTEE OF THE CITY OF PROVIDENCE—1866.

REPORT OF THE SCHOOL COMMITTEE IN 1791.

AT a town meeting of the Freemen of the town of Providence, held, by adjournment, at the State House, on Monday the 1st day of August, 1791.

WHEREAS, the School Committee, who were, on the 6th and 18th days of June last, appointed and continued to make report respecting a petition pending before the meeting, for the erection of schools in this town, the expense whereof is to be paid out of the town treasury, presented the following report, to wit;

To the Freemen of the Town of Providence, to be convened next by adjournment, the underwritten members of your School Committee, in pursuance of your resolution at your last meeting, report :

After the most deliberate and mature consideration of the subject, we are clearly of opinion, that the measure proposed by the petitioners is eligible, for many reasons :

1st. Useful knowledge generally diffused among the people is the surest means of securing the rights of man, of promoting the public prosperity, and perpetuating the liberties of a country.

2d. As civil community is a kind of joint tenancy, in respect to the gifts and abilities of individual members thereof, it seems not improper that the disbursements necessary to qualify those individuals for usefulness, should be made from common funds.

8d. Our lives and properties, in a free State, are so much in the power of our fellow citizens, and the reciprocal advantages of daily intercourse are so much dependent on the information and integrity of our neighbors, that no wise man can feel himself indifferent to the progress of useful learning, civilization, and the preservation of morals, in the community where he resides.

4th. The most reasonable object of getting wealth, after our own wants are supplied, is to benefit those who need it; and it may with great propriety be demanded,—in what way can those whose wealth is redundant, benefit their neighbors more certainly and permanently, than by furnishing to their children the means of qualifying them to become good and useful citizens, and of acquiring an honest livelihood?

5th. In schools established by public authority, and whose teachers are paid by the public, there will be reason to hope for a more faithful and impartial discharge of the duties of instruction, as well as of discipline, among the scholars, than can be expected when the masters are dependent on individuals for their support.

These, among other reasons, have led your Committee to investigate the means of accomplishing an object so desirable as the establishment of a competent number of schools in this town, to be supported at the town's expense. The Brick School House and Whipple Hall are buildings conveniently situated for our present purpose; but, as the former is, in part, and the latter wholly, private property, it will become necessary that the individual owners should be compensated, and the entire property of those buildings vested in the town.

The large number of inhabitants on the west side of the river renders it indispensably necessary that a suitable School House be erected on a lot to be provided for that purpose on that side of the river. It would also be proper that a fourth School House should be provided, on a convenient lot to be procured near the lower end of the town.

When your Committee consider, that, according to the late enumeration, there are in this town twelve hundred and fifty-six white males under sixteen years of age, they cannot estimate the number of scholars lower, than to require, at the Brick School House, a principal Master and Assistants; at the School House on the west side of the river, a principal Master and Assistants; and a principal Master and Assistants at each of the other School Houses; to be appointed by, and amenable to, a committee to be chosen by the Freemen annually assembled according to law, to be called the Town's School Committee, for the

time being ; by whom also the salaries of such teachers, from time to time, shall be contracted for, and paid by orders by said Committee, drawn on the town treasury. The Assistants to be occasionally appointed, when need may require.

Your Committee are further of opinion that, all the aforesaid schools be subjected to such rules and regulations, from time to time, as may be devised and formed by the School Committee, for the time being, after the same shall have received the approbation of the Freemen of this town, in town meeting legally assembled.

And as the Society of Friends have a convenient School Room of their own, and choose to educate their children under the tuition of their own members, and the direction of Committees of their own Meeting ; it is recommended, that they receive, from time to time, of the money raised for schooling, according as the proportion which the number of scholars in their school shall bear to the whole number educated out of the town's funds, to be ascertained by their Committee to the Town's Committee, who are to give orders on the town treasury for the same, as in the case of other schools ;— their school being open to the Town's Committee, for their inspection and advice in regard to the moral conduct and learning of the children, not interfering in respect to the address or manners of the Society, in relation to their religious opinions.

Finally, your Committee recommend, as new and further powers are hereby proposed to be granted to, and exercised by, the Town's future School Committee, which were not in contemplation at the time of their appointment, that they have liberty to resign their places, and that a School Committee be appointed for the Town of Providence, to remain in office till the next annual choice of Town Officers, and instructed to report the rules and regulations aforesaid to the next town meeting : That a committee be also appointed to contract, in behalf of the town, for suitable lots where to build the two new School Houses proposed to be erected, and to form plans and an estimate of the expense of such buildings ; and to report the same to the next town meeting : That said committee last mentioned also inquire and report on what terms the proprietors of the Brick School House and Whipple Hall will relinquish their claims to the town.

JAMES MANNING,	MOSES BADGER,	JOHN DORRANCE,
ENOS HITCHCOCK,	JABEZ BOWEN,	THEODORE FOSTER,
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PROVIDENCE, July (7th month,) A. D. 1791.

And the said report having been duly considered, *It is Voted and Resolved*, That the same be received and adopted, except as to the resignation of the School Committee, who are hereby continued, and directed to draft rules and regulations for the government of said schools, and to make report at the next town meeting.

It is further Resolved, That Messrs. Moses Brown, John Brown, Welcome Arnold, Edward Thurber, Charles Keene, Zephaniah Andrews and Charles Lippitt, or the major part of them, be and they are hereby appointed a Committee to procure the lots in said report mentioned; to inquire the terms on which the proprietors of Whipple Hall, and the Brick School House, will relinquish their rights in said buildings to the town; to estimate the expense of the two new School Houses, and to perform all other business required of the Committee last mentioned in said report; and that they also make report to the next town meeting.

Ordered, That these resolutions be published in the newspapers in this town.

A true copy—witness,

DANIEL COOKE, Town Clerk.

MR. SLOW-AND-EASY.

SOME teachers follow the same routine, day after day and week after week, with a monotony much like that of travelling across an Illinois prairie. The text-book, and that alone, seems to be their infallible guide, and any movement made beyond it is avoided as a "radical" experiment. Some, perhaps, think they are the regulators of the educational clock-work, and look with religious horror upon one who may be a little "ahead of the time."

Well, it may be that these conservatives are needed in the educational circle, as well as in the political arena, to be a general warning to those who may get too fast in the onward march. But, after all, it would please us better to see more of the genius of the present time exemplified in their lives. We should like to have them subscribe and pay for at least one educational publication, and moreover, attend, occasionally, some of the various meetings devoted to the general prosperity of the rising generation and consequently for the

good of the country. Still, we remember "this is a free country," and all we would wish we cannot at present obtain, for each will take his own course; yet we might feel some satisfaction if this Mr. Slow-and-Easy would wake up at home, even in his own school-room. But this is not so; for we lately visited his school and found he had the same monotonous way there. It was a warm day, and Mr. S. was, with the pupils, breathing air from which a very large per cent. of oxygen had taken its leave, and on speaking with this honored member of the profession about the means of ventilation and the influence of good air, he seemed to be entirely indifferent, and worse than all, ignorant of the general laws pertaining to the subject.

Mr. Slow-and-Easy had a slow-and-easy school. The pupils took their own time to answer, which was often so long that any other teacher would have been unable to command his nervous system under the "charge," but Mr. S. is of other stuff. He took his time, and the pupils took theirs.

We soon saw that our stop there must be short, for we could not endure it, but fortunately it was near noon. The teacher sticks close to the text-book. The pupil who gets the printed questions is safe, and sure to be "perfect." Mr. Slow-and-Easy never ventures to depart from the "authorized text-books." The reason "why" would cause as much surprise in that school as a sudden earthquake without previous notice. Mr. S. never smiles in school, on principle, we suppose. The "nice points" he considers of small importance, and the rules in Latin are invariably read from the text-book during recitation.

We dined with this gentleman of our profession. He had a few books. The conversation turned upon the new Latin Grammar by Prof. Harkness, and other publications of a late date on topics connected with our profession. He had never seen them, and much worse, knew nothing of them.

We also found he seldom if ever visited the parents, but kept close, or, as he, with some self-inflation, expressed it, "attended solely to his own business." We did not venture to suggest that it might be his "business" to become acquainted with parents and show an interest in all connected directly or indirectly with his school.

But time and space will fail us if we attempt to go further. Fellow teacher, be alive; and if you wish others to be interested in you, be interested in them. If you are dreaming, wake up to the demands of the age. We live fast, and you may get so far behind, that the darkness of old times will completely envelop you.

THE RIGHTS AND OBLIGATIONS OF TEACHERS.

AN IMPORTANT DECISION BY JUDGE SANFORD.

THE following decision, rendered by Judge Sanford in the case of Mr. Lewis, who was prosecuted for assault and battery in the punishment of a pupil of his school, will be read with great interest, as the matters of which it treats are of great practical importance, and are but imperfectly understood by very many people.

STATE vs. JOHN G. LEWIS, City Court, New Haven.

This is a prosecution brought by the State against John G. Lewis, principal of one of the public schools of New Haven, charging him with an assault and battery on one Francis M. Hoban, a pupil in the school, on the 21st day of July last.

As reference has been made by counsel to the law applicable to cases of this character, it may be well to consider for a moment what the legal rights and powers of a schoolmaster are, in respect to the infliction of punishment, where, in his judgment, the same is necessary to prevent the repetition of an offense, on the part of a pupil, and for the support of good government and proper discipline in the school. I say, *in his judgment*, because, from the nature of the case, the master alone can determine whether punishment is necessary. Says Judge Blackstone: "The master is *in loco parentis*, and has such a *portion* of the powers of the parent committed to his charge as may be necessary to answer the purposes for which he is employed."

The right to inflict punishment, for proper cause, belongs to the master, the law having clothed him with that authority; and the question is simply in what form, and to what extent, it may be administered by him.

Judge Swift, remarking upon this subject, says: "A schoolmaster has a right to inflict moderate corporal punishment upon his scholars, for this is necessary for the support of good government in his school; but he should reserve this as a last resort, when all other measures fail. He should avoid all unnecessary severity, or extreme cruelty. If all gentle and moderate measures fail, the master is vested with the power of inflicting corporal punishment. This should be done

with coolness and deliberation, not in the heat of passion, and with a suitable instrument; the blows should be inflicted, not on the head, but on those parts of the body where there is no danger of material injury, and with a moderation or severity proportioned to the nature of the offence, and the stubbornness of the offender." 1 *Swift, Dig.* 63.

The Supreme Court of Massachusetts has held, that "if in inflicting punishment upon his pupils, the master goes beyond the limit of moderate castigation, and either in the degree or mode of correction is guilty of any *unreasonable* and *disproportioned* violence or force, he is clearly liable for *such excess* in a criminal prosecution." 4 *Gray's R.*, 36.

In North Carolina, it has been held that "A teacher will not be held responsible, unless the punishment be such as to occasion permanent injury to the child, or be inflicted merely to gratify his own evil passions." 2 *Dev. & Bae.*, 365.

This is the only case in which the court undertakes to define what *excessive* punishment is, namely, "Such as to occasion permanent injury to the child," and is not, in this regard, sustained by the more modern authorities.

I refer to but a single decision further, and I quote somewhat at length.

In the case of *Lander vs. Seaver*, 82 *Vermont*, 124, the court used this language: "In determining what is a reasonable punishment, various considerations must be regarded, the nature of the offense, the apparent motive and disposition of the offender, the influence of his example and conduct upon others, and the sex, age, size, and strength of the pupil to be punished. Among reasonable persons much difference prevails as to the circumstances which will justify the infliction of punishment, and the extent to which it may properly be administered. On account of this difference of opinion, and the difficulty which exists in determining what is a reasonable punishment, and the advantage which the master has by being on the spot, to know all the circumstances, the manner, look, tone, gestures, and language of the offender, (which are not always easily described,) and thus to form a correct opinion as to the necessity and extent of the punishment, considerable allowance should be made to the teacher by way of protecting him in the exercise of his discretion. Especially should he have this indulgence when he appears to have acted from good motives, and not from anger or malice. Hence the teacher is not to be held liable on the ground of *excess* of punishment, unless

the punishment is *clearly* excessive, and would be held so in the general judgment of reasonable men. If the punishment be thus *clearly* excessive, then the master should be held liable for such excess, though he acted from good motives in inflicting the punishment, and in his own judgment considered it necessary, and not excessive. But if there is any reasonable doubt whether the punishment was excessive, the master should have the benefit of the doubt."

I think, therefore, the following may safely be adopted as the rule: That while the master, to a certain extent, and for certain purposes, stands *in loco parentis*, and has, for sufficient cause, the right to inflict *reasonable* corporal punishment, while the pupil is under his charge, he must exercise a reasonable judgment and sound discretion in determining when to punish and to what extent; but the punishment must not be excessive or cruel, nor inflicted for the purpose of gratifying private malice or his own evil passions.

Punishments may be severe, yet entirely reasonable; and on the other hand, even moderate punishments may under certain circumstances, be unreasonable; but *excessive* and cruel punishments are not only unreasonable, but unlawful, and for their infliction the master may be held criminally responsible.

Whether the punishment inflicted is excessive or cruel, is a question of fact to be determined in each particular case that may arise.

In the case now under consideration, if I could find from the evidence that the injuries upon Hoban were caused by the accused, in the manner and under the circumstances detailed by the boy himself, I should have no hesitation in saying that the punishment inflicted was excessive and cruel, and that the master had made himself *criminally* liable.

But what are the facts as established by the testimony?

On the 21st of July last, and during the regular school hours, Mr. Lewis, as a punishment for some supposed misdemeanor on the part of young Hoban, directed him to take his book and go to the recitation-room. The order was reluctantly obeyed. At the closing of the school, but before the pupils had retired, he came out of the room without permission, and was immediately ordered back by the teacher. The order was several times repeated, and Hoban repeatedly refused to obey. Seizing two or three brushes, which were lying near by with oaths and language most foul, and threats of violence if the teacher approached him, he dared him to come on, and all this in the

presence of a large number of the scholars. Hoban is a boy of fourteen years of age, of fair size for his years, and, as it would seem, possessed of more than ordinary strength. It is clear, under all the circumstances, there was but one course for the teacher to pursue. He must vindicate his authority. It was necessary for the good of the school, as well as of the boy himself, that he should learn obedience and submission to that authority. •For the milder offense, a mild punishment had been inflicted by sending him to the recitation-room to study by himself. For the more serious offenses, the insults to the teacher, the refusal to obey a proper command, the vulgar and profane language, the threats to kill the teacher if he should attempt to whip him, it was manifestly fitting and proper that he should receive a severer punishment. Mr. Lewis now approached the boy, who endeavored to strike him with the brushes. A struggle ensued, in which the teacher, notwithstanding the violent resistance of the pupil, succeeded in pushing him into the recitation-room ; but I do not find that he used more force than was necessary to accomplish this object.

It was during this struggle that the boy received the injuries about the head and face, though I have no reason to believe that they were the result of blows inflicted directly by the accused. However this may be, the teacher was in the performance of his duty, the boy was making unlawful resistance ; and I apprehend the law to be, that if the pupil receives an injury while making unlawful resistance to the master, who is using no more force than is necessary to enforce obedience to a lawful command, or to accomplish a lawful purpose, the injury thus received is not the punishment for the excess or cruelty of which the master may be held criminally liable.

The boy testifies that he was struck on the head with the butt-end of a horse-whip. The fact is, no such instrument was used. He swears, too, that he was knocked down, and afterwards lifted by his feet, and his head thrown against the iron support of a chair. This story is not only improbable, but its falsity is abundantly established by the testimony of other witnesses, teachers as well as pupils. He states, that he made use of no improper language. On the contrary, it appears that he was exceedingly profane and indecent in his remarks ; and on the other material points he is so clearly in error, that I am compelled to take his whole statement with much allowance. • The boy was whipped by Mr. Lewis after getting him into the

recitation-room, but I do not find that the whipping was either cruel or excessive, and though severe, taking into consideration all the circumstances under which it was inflicted, it was not in my judgment unreasonable, but entirely justifiable. The accused is therefore discharged.—*American Educational Monthly*.

QUESTIONS FOR WRITTEN EXAMINATIONS.

ARITHMETIC.

1. Multiply 801.0101 by 70.09, subtract from the product 55990.900099, add to the remainder 506.015, divide the sum by .08, call the quotient pounds of beef and find its value at \$20. per bbl. Ans. \$822.391.

2. Reduce six-elevenths of an acre to lower denominations.

$$3. \left[\frac{2\frac{1}{2}}{.03\frac{1}{2}} \times \frac{.007}{77.9} \right] + \left[\frac{7-11}{5-9} \times \frac{.006\frac{2}{3}}{28-25} \right] = 4\frac{1}{2}.$$

4. A note for \$800.50, dated Jan. 10th, 1860, and payable in 90 days, was discounted at a bank March 1st, 1860. When was it due, and what sum was received on it, money being worth 6 $\frac{1}{2}$ per cent.?

Ans. Due April 12th. Sum received, \$794.196.

5. I paid for goods \$800. cash, and after keeping them seven months sold them at an advance of 25 per cent. of their first cost. What was my gain per cent?

Ans. 20 $\frac{160}{207}$.

6. I sent my agent \$1626. to invest in cotton at 8 $\frac{1}{2}$ cents a lb., first deducting his commission of 1 $\frac{1}{2}$ per cent. on the purchase money. Required the number of bales purchased, each weighing 600 lbs. Ans. 32.

7. For what sum must a note payable in 5 months be written, that when discounted at a bank money enough may be received to purchase a house-lot 8 rds. long, 115 ft. 6 in. wide and worth at the rate of \$5000. per acre?

Ans. \$1795.7927.

8. I purchased goods at 16 $\frac{2}{3}$ per cent. less than their real worth and sold them at 8 $\frac{1}{2}$ p. c. less than their real worth. What was my gain per cent.?

Ans. 10.

9. A certain window contains 15 panes of glass. The distance between the opposite corners of each pane is 5 inches more than the length of the pane. Required the number of square feet of glass in the window, each pane being 15 inches wide.

Ans. 31 $\frac{1}{2}$ sq. ft.

10. Divide \$2,610. among A, B, C and D, so that when A receives \$5.00, B shall receive \$3 $\frac{1}{2}$, and C shall receive three-fifths of a dollar as often as A receives two-thirds of a dollar, and D shall receive \$1 $\frac{1}{2}$ as often as B receives \$2 $\frac{1}{2}$.

Ans. A, \$900.; B, \$600.; C, \$810.; D, \$300.

MENTAL ARITHMETIC.

1. If from 8 times the third of a number there be taken 55 more than twice the number, $\frac{1}{4}$ the number minus 40 will still remain. Required the number.

Ans. 36.

2. What number is that to which if $3\frac{1}{2}$ times itself be added, and from the sum there be subtracted 10 times the fourth of the number, and the remainder be multiplied by five-sixths and $1\frac{1}{4}$ be added to the product, the sum will be $12\frac{1}{2}$ more than four-ninths the number?

Ans. 9.

3. If I sell my pencils at $4\frac{1}{2}$ cents each I would lose \$1.17; and if at $6\frac{1}{2}$ cents apiece I would gain \$1.17. How many pencils have I?

Ans. 104.

4. A girl bought some needles at 20 for 3 cents, and as many more at 800 for a dollar. She sold them at 8 for a cent, and found she had lost $6\frac{1}{4}$ cents. How many had she?

Ans. 500.

5. A person being asked the time of day, answered that if to the time past midnight be added its $\frac{2}{3}$, one-sixth, $\frac{1}{4}$, and five-twelfths, the sum will be equal to $1\frac{1}{2}$ times the time to noon. Required the time.

Ans. 4 o'clock, A. M.

6. A's money is to B's as $\frac{5\frac{1}{2}}{6}$ to $\frac{7}{9}$; but after A has spent \$95.33 and B \$62.30,

A's money just equals B's. What had each?

Ans. A had \$187.17; B had \$154.14.

7. A and B invest equal sums in trade. A loses a sum equal to $6\frac{1}{2}$ per cent. of his stock, when his money is seven-ninths of B's. B gains \$97.37 $\frac{1}{2}$. What did each invest?

Ans. \$486.875.

8. If a merchant sells $\frac{1}{4}$ his goods for the cost of the entire lot, what does he gain per cent.?

Ans. 33 $\frac{1}{3}$.

9. I bought goods for 88 and eight-ninths per cent. of their real worth and sold them for 10 per cent. less than their real worth. What was my gain per cent.?

Ans. 1 $\frac{1}{2}$.

10. A boy being asked the time of day, answered, that nine-tenths of the time past noon is equal to three-fifths of one-half the time to midnight. What was the hour?

Ans. 3 o'clock, P. M.

GRAMMAR.

1. Write three proper nouns, five abstract nouns, five collective nouns, five verbal nouns and two diminutive nouns.

2. Write nouns opposed in gender to — lady, administrator, niece, belle, sultan, marquis, madam, testator, bride, lad.

3. Compare — humble, ceaseless, polite, eternal, ripe, omnipotent, discreet, rectangular, robust, fortieth.

4. Analyze the following sentence: Teachers can trust those pupils who are always truthful.

5. In two different propositions use the same word as an adjective and as a noun.

6. Write the plurals of — tooth, cupful, court-yard, woman-servant, calico, alley, hoof, sister-in-law, theory, stimulus.

7. Write the possessive singular and plural of — alderman, father-in-law, mistress, needle, body.

8. Write a sentence containing a substantive clause and analyze it.

9. Parse the italic words in the following: *Behold thy ways, think not to escape justice.*

10. Correct the following sentences that are incorrect: (a.) He had no right to have done that. (b.) He ought not to have done it. (c.) We expected to have finished the task. (d.) These sort of things are easily managed. (e.) Each of you are entitled to your share. (f.) The nations who have wise rulers are happy. (g.) It is me. (h.) Whom do you think he is? (i.) Virtue, and not riches, constitute the happiness of a nation. (j.) The majority was disposed to adopt the measure.

WORDS FOR SPELLING.

1. Cataract, mantelpiece, simmering, schedule, skeptic, despicable, imminent, allegiance, armfuls, portentous, sonorous, italic, prattler, pleasurable, metallic, privilege, statutes, irresistible, inseparably, haggard, vicissitude, detestable, massacre, emaciated, transient, orisons, meanders, superannuated, trimmed, embezzled, super-numerary, caravansary, misspelled, admitted, limited, daisies, nebulae, lodgment, tyros, zeros, echoes, volcanoes, macerate, tocsin, talon, valise, banish, clannish, ineligible, fricassee.—50.

2. Committing, grottos, inflammation, hymeneal, hymning, diarrhetic, witticism, pallid, ripple, panel, docile, abridgment, verdigris, indelible, trollop, wassail, millenary (1000 years,) millinery, annalize, stalwart, caoutchouc, pentateuch, phylactery, guaiacum, pleurisy, pupillary, gamut, callus (n.), buddhism, psoas, defamatory, callous (adj.), ptolemaic, sibylline, varioloid, tridactylous, treillage, paraphernalia, nugget, nescience, harangue, gossamer, dulcimer, indigenous, epiphysis, colonnade, bronchitis, senoid, abstruse, accelerate.—50.

EDUCATIONAL INTELLIGENCE.

SUPERINTENDENT'S QUARTERLY REPORT.

OFFICE OF THE SUPERINTENDENT, PROVIDENCE, NOV. 24, 1865.

To the School Committee of the City of Providence:

GENTLEMEN:—Among the numerous and everchanging duties of the Superintendent, there is no one more difficult to perform than that of reporting, each term, on the character and condition of our schools. Under a system so long tried and perfected by the large experience and observation of the devoted friends of education, but little remains to be done in our schools but to carry out vigorously, in all their details, what has been so wisely planned. Imperfections are incident to all human systems, and are to be remedied as they become apparent.

It must be evident to all, that the continued efficiency and prosperity of our schools will ever depend upon the tone of public sentiment in regard to the public value of education. In a community where there is an indifference or an apathy in reference to the great cause of public education, it will be impossible under any system, or by any efforts, however wisely directed, to advance schools to a very high standard of excellence. The vigor and life of every school must come from the

people. When the pulsations of its heart are warm and vigorous, a life-giving energy will be imparted to every effort to elevate and improve the young.

The responsibilities of teachers were never greater nor their duties more arduous than they are at the present time. The youth under their charge are to be educated, not only in the elements of knowledge as contained in books and taught in schools, but they are to be instructed in the great duties of life—duties belonging to every sphere in which moral and intelligent agents may be called to act. The vital principles that underlie all our social and civil blessings are being examined and discussed more than ever before. And our youth should be educated for the exigencies of the times in which they live. They should particularly be trained to individual and independent thought. And they should be well fortified and protected by the whole panoply of virtue and truth against the dangers and the evils to which they will be exposed. The ordeal to which their moral principles will be subjected will be searching in the extreme.

The passion for sudden wealth, which has been excited by so many instances of rapid and almost fabulous accumulation, has become so absorbing and engrossing as to endanger every sentiment of honor, fidelity and truth. The ordinary profits of legitimate trade and the rewards of honorable labor are deemed wholly inadequate to satisfy this grasping ambition; hence every artifice and stratagem that ingenuity can devise are resorted to without scruple. Speculation in every department of trade, the most daring and reckless, are becoming rife. And the frequency with which frauds of the basest character are committed with impunity, is fast deadening the public conscience and rendering it less and less sensitive to the violations of plighted faith, and to the sacrifice of mercantile honor. Integrity is losing its sacred character: and confidence in man, the basis of all honorable intercourse, is being shaken. Duplicity and deception are becoming synonymous with shrewdness and skill, if not reckoned among the virtues.

It is to the custody of the youth, who are now about to enter upon the sphere of active life, that the citadel of truth and the sanctity of mercantile faith are soon to be committed. Never were higher and nobler duties ever imposed on man. The brightness of the future and the permanency and stability of all that is fundamental in moral obligations, are depending mainly upon the culture that is now being wrought in the hearts and minds of youth. No opportunity should pass unimproved, no means or agency left unemployed. Lessons of practical wisdom, drawn from the past, should be enforced with all the persuasive earnestness of a divine teacher. Admonitions and warnings, coming from the moral wrecks strewn so thickly along the pathway of life, should be sounded in the ears of every youth, till they reach down to the very depths of his being, and arouse his conscience to vigorous action.

There are also evils of a local nature that require special attention. Never were the avenues to ruin so broad and inviting as at present. Every conceivable temptation is thrown directly in the pathway of the young. Ignorance and vice go hand in hand with but comparatively few checks to arrest their mad career. They are gathering to their haunts all the unwary victims whom they, by their fiendish arts, can entrap.

It appears from the recent census that there are now in our city nearly three thousand adult persons who can neither read nor write, and more than one thousand children between the ages of five and sixteen who do not attend any school. We need not the spirit of prophecy to foretell the influence of these classes on the future prospects of our city. Ought not all who honor virtue and detest vice, unite in some vigorous and systematic efforts to check, if they cannot eradicate the evils which threaten us.

We have abundant reason to be proud of the monuments of noble charity with which our city is so conspicuously adorned. But is there not a higher duty still? If it be wise, if it be Christian, to seek to alleviate in every way the woes and miseries of suffering humanity, is not that a Heaven-born charity that aims to remove the *causes* and the *sources* of this suffering?

There are other causes operating more or less unfavorably on our schools. Among these, Fashion may be regarded as holding a very prominent place. Her influence is felt in every department, but more particularly in the higher grades. When fashion once utters her behest, we might as well perhaps attempt to resist an established law of nature as to escape her tyranny. To whatever she dictates we voluntarily submit, no matter how preposterous or absurd. Ease, comfort, health

and even life itself, are often offered a willing sacrifice on her cruel shrine. Every principle of taste, beauty and propriety may be violated and ignored, and yet we cheerfully acquiesce in whatever she demands. No Heathen or Pagan Deity ever held such absolute sway over their ignorant and degraded votaries as the Tyrant Fashion has, at the present day, over those who boast most of their intellectual and moral grandeur.

The tendency of a fashionable education is to undervalue what is elementary, practical and useful, and to over-estimate what is ornamental and showy, as though we had no higher aims, and no more sacred duties to perform, than simply to amuse and be amused; overlooking entirely the end of all true culture, which should be to prepare the young to adorn and beautify life by the fruit wreaths of noble deeds and virtuous living.

The usual results have crowned the labors of most of our teachers the past term. The few errors and faults that have been manifest are to be attributed to inexperience and to a want of skill, rather than to any lack of faithfulness or interest in their work.

I would again earnestly recommend to all teachers to give their instruction a more practical character, to prepare their pupils better for the common duty and the ordinary business of life. They should be taught how to use most effectively all the knowledge they acquire.

I would recommend additional tests in the examination of our schools, that we may ascertain, not only what pupils know, but what they can do. It is not an uncommon occurrence to meet with scholars who have completed their education at school, and have passed a satisfactory examination in many of the higher branches of study, to be ignorant of some of the simplest elements of knowledge. They can solve difficult problems in Algebra and Geometry, and yet they will make frequent mistakes in orthography, violate the plainest rules in Grammar, and fail entirely in the correct use of the fractions. This defect ought, at once, to be remedied. Penmanship, in particular, ought to receive more attention than is now given to it. There are few schools in which great improvements have been made.

There should be, at least, a daily exercise in all our Intermediate and Grammar schools; and there should be the most careful supervision over this by all the teachers, that no bad habits are formed. And in order to produce a change in this respect I would suggest the propriety of making the Committee on Music, or some other one, a special committee on writing, that they may examine each school and report its progress.

There is another prominent defect which ought not to be passed by. There is but little decidedly good elocution in our schools. Pupils are not trained as much as they ought to be in an easy, natural and graceful utterance. Declamation ought to receive weekly attention in every school. I know teachers will reply that they have not time for these duties. If this is so, then special instruction in these branches should be provided, for they are certainly of as great if not greater practical importance than music.

The number of pupils in attendance the past term is smaller than usual. The demand for labor has been so great and so remunerative and the necessity of families have been so increased by the high cost of living, that a large number of boys have left our Grammar and Intermediate schools for work. In not a few instances, however, I fear that parents have been willing for immediate gain to sacrifice the future welfare of their children by denying them the privileges of an education so liberally provided for them.

The whole number registered is 7,149. In the High School there are 278; in the Grammar School 1,747; in the Intermediate 1,897; and in the Primary 3,327.

All which is respectfully submitted.

DANIEL LEACH, *Supt. Public Schools.*

ITS MERITS GROW UPON YOU.—"It is not a careless reading we have given to the new illustrated edition of Webster's Dictionary, and we have found that the more care we spent upon it, and the further perusal, the more profit and pleasure we got from it. We commend it heartily, and we believe with reasons which those who consult it will understand."—*Christian Examiner.*

RESIDENT EDITORS' DEPARTMENT.

RHODE ISLAND INSTITUTE OF INSTRUCTION.

THE next Annual Meeting of the Rhode Island Institute of Instruction will be held in PROVIDENCE, at the CENTRAL CONGREGATIONAL CHURCH, Benefit street, on Friday and Saturday, the 26th and 27th of January. Addresses are expected from Professors R. P. DUNN, S. S. GREENE, and J. L. DIMAN, of Brown University; S. H. TAYLOR, LL. D., Principal of Phillips Academy, Andover, Mass.; Prof. JOSIAH P. COOKE, JR., of Harvard College, and others.

"A MERRY CHRISTMAS AND A HAPPY NEW YEAR" to all the kind patrons and friends of THE SCHOOLMASTER, and the hearty wish of a glad and prosperous year to all who in any wise are laboring for the progress of Education all over our land. Thus speaks THE SCHOOLMASTER, as its pages once more greet you, near the grave of the old and on the threshold of a new and more glorious time. Clouds and darkness were above and around us, when last we sent out our New Year's greetings. The agonies of our national struggle were upon us. With unwavering faith and persistent hope we looked upward.

"The God of battles heard our cry
And sent to us the victory."

Unseen hands rolled away the storm-clouds, and when the summer's sun rose over our land, it shone upon a people beating their swords into ploughshares and their spears into pruning-hooks. The experiences and teachings of this old year 1865 have been worth all, and more than all their cost. Its noble record on the page of history will balance the memory of a thousand years of ordinary times. A moment has been worth centuries of history. Our losses have been fearful, but our gains, how splendid! It is no rhetorical flourish when our pens prefix that old word *FREE* to many an institution which before was only half-emancipated or closely bound by the fetters of an iron bondage. That old word has been coined anew in the mint of our trial, purification and deliverance. What think you, fellow teachers, when we can write *Free Schools* on the banner of South Carolina as well as on that of Rhode Island? Look higher, and in fiery letters we see *Free Men* written on that same blood-stained banner, never to be erased. "What hath God wrought?" With *free institutions* our work advances. We must go forth to educate and reclaim. Philanthropy, liberty and Christianity demand it. The banners of our educational purposes now float southward. We must not fail to possess the land, ere Ignorance and Despotism erect again their fallen altars, and offer thereon their hecatombs of hopeless victims. The Macedonian call and welcome salute us. God and duty command us to listen and obey.

The old year has taken from us and from earth, some of our best friends and co-workers in Education. DR. WATLAND, of our State, was one of the best and

brightest ornaments of our profession. A merciful Providence has spared most of those who were foremost in our ranks twelve months ago.

Let us welcome the new year 1866 with an earnest purpose to accomplish more for ourselves, our profession, and our race than in any previous time.

Let us remember that we are living in "a grand and awful time," and that the Future beckons us to a higher level of moral, intellectual and Christian duty.

WE have received the December number of *THE RHODE ISLAND SCHOOLMASTER*. It is beautifully printed, and a more than usually interesting number. In the article upon corporal punishment in schools, the doctrine advanced—that in the conflict of law upon that subject in the several States, the teacher ought to punish according to his conscience—we cannot subscribe to. In whatever State he may be, let the teacher obey the law. It is quite time that the "higher law" doctrine should be restricted to its legitimate scope and authority. It has been perverted until it has poisoned every department of life, and has become a scandal, a nuisance, and wholly and widely demoralizing in its effects. It ought not in its degenerate use to find advocacy in our educational publications. *THE SCHOOLMASTER* ought, as it deserves to be, well sustained.—*Providence Daily Post*.

OUR BOOK TABLE.

HOLIDAYS! HOLIDAYS! HOLIDAYS!

Read and Choose for Yourselves, if you can make a Choice where all is Good.

LIFE AND LETTERS OF FREDERICK W. ROBERTSON, M. A., incumbent of Trinity Chapel, Brighton, 1847-63. Edited by Stopford A. Brooke, M. A., 2 vols. Ticknor & Fields, Boston.

Mr. Robertson, though belonging to a sect, was no sectarian. His pure and simple piety was a perpetual sermon and invitation to all classes of men to love God with all the heart and all the world as themselves. He more desired that men should become Christians than that the peculiar doctrines of any sect should be extended; yet he was a firm believer in the faith of the Episcopal church. His published sermons have delighted the hearts of Christians of all denominations; and now that we have the record of his private life our love for the man and the Christian is greatly enhanced. No more interesting biography has been published for a long time.

A SUMMER IN SKYE. By Alexander Smith. Author of "Alfred Hagart's Household," &c. Boston: Ticknor & Fields.

We have all, at some time, listened to a friend, telling a story of his experience or travel, till we felt that we had been his companion through all his journeyings, and had looked on the scenes of which we had only heard a description. It is just so with one who reads Mr. Smith's *Summer in Skye*. It is the most charming book in its freshness, and in vividness of its scenery painting, we have ever read.

SEASIDE STUDIES IN NATURAL HISTORY. By Elizabeth C. Agassiz and Alexander Agassiz. *Marine Animals of Massachusetts Bay. Radiates.* Boston: Ticknor & Fields.

This is a very interesting work on the Marine Animals found on the New England coast. The work is scientific, yet simple enough to be comprehended and understood by every one who has any desire to study the structure and habits of these animals. The book is printed on beautiful paper and is full of illustrations; and is such a work as every dweller by the sea, or who visits it during the summer months, will wish to have with him. It is a valuable aid to the study of Natural History.

GLIMPSES OF HISTORY. By George M. Towle. Boston: William V. Spencer.

We thank the author of this work for bringing together in one volume, so many biographical sketches of distinguished historical characters; some of the *most* distinguished are of our own time, and are wielding a mighty influence in moulding the public opinion on social and political questions, affecting the rights and the progress of universal free man. The book contains eleven articles, the titles of which are, "John Bright;" "Count Cavour;" "Alexis de Tocqueville;" "Memorable Assassinations;" "The Opening Scenes in the Rebellion;" "The last of the Stuarts;" "Lord Chancellor Campbell;" "The Last Days of Chatham;" "Leigh Hunt;" "The Cardinal-Kings," (Wolsey and Richelieu;) and "A Century of English History, 1760 to 1860.

All the articles are very interesting, and the first three pre-eminently so to American readers at the present time, in view of what we have just experienced as a nation, and what we ought in justice to do to secure a prosperous and happy future to all within our borders. Mr. Spencer has spared no pains to give the work a beautiful dress.

DICTATION EXERCISES. By E. M. Sewell & S. R. Urbino. Published by S. R. Urbino, 13 School Street, Boston.

We have been deeply interested in these exercises. We have not seen anything in the way of general exercises in spelling that meets the demand of the school-room so exactly as they do. The exercises are written in the form of letters, or are descriptive of places or persons, while the particular words to which attention is called are printed in italics. At the beginning of each lesson the rules of spelling are given and these rules are at once applied, which fastens in the mind of the pupil the meaning of the rule. We commend these exercises to the critical examination of teachers.

J. H. COLTON'S AMERICAN SCHOOL QUARTO GEOGRAPHY. Comprising the several departments of Mathematical, Physical and Civil Geography, with an Atlas of more than one hundred Steel Plate Maps, Profiles, and Plans, on *forty-two large sheets*. New York: Ivison, Phinney, Blakeman & Co., publishers.

We have taken great pleasure in perusing the pages of this truly magnificent work. From the beginning to the end the book is intensely interesting. It is comprehensive, treating with fullness all the different departments of the science of Geography and in such a manner as to be easily understood by the youngest student.

We are particularly pleased with the maps, which are certainly unsurpassed, if equalled, in any other Geography. We like the plan adopted in this work of connecting Physical Geography with the facts commonly embraced in geographical text-books. The great leading features of any country are physical, and as soon as possible the pupil should be made acquainted with it. The Physical Maps in this book are such as to give the student a complete knowledge of the physical appearance of every part of the world. We commend the book to the careful perusal of teachers, feeling assured they will not only be pleased with it but will derive much useful knowledge by the study of it.

DOTTY DIMPLE. By Sophie May.

THE FAIRY BOOK. By Sophie May. Lee & Shepard: Boston.

These books belong to the Prudy Series, and are charming stories for children. Dolly Dimple acts and talks just like a real child about what grown up people call the trifles of child-life; but what is most real and of much importance to little folks.

The Fairy Book is filled with interesting stories such as children never tire of hearing, though repeated daily. Sophie May understands a child's nature and what will please it.

THE YANKEE MIDDY; or, The Adventures of a Naval Officer. By Oliver Optic. Boston: Lee & Shepard.

We have followed Oliver Optic on the land for a long time, and now we have taken a trip with him on the sea, and we find him just as much at home on the one element as on the other. Quite an amphibious animal, this Optic. We shall expect to see him take to some of the other elements soon, either fire or air. If so, we will agree to follow him. Lee & Shepard are fortunate in being the publishers of the works of so popular an author.

THE "LITTLE FOLKS" ought to thank the various publishers of Games for the great variety and pretty designs of the present season.

Lee & Shepard give them the "Little Pet's Scarlet Alphabet," a Game and Puzzle, which makes the first steps to knowledge so very pleasant that it is only amusement to learn.

Lee & Shepard also publish Mother Goose's Patch Work, with Mother Goose's Melodies thrown in on every patch. The stitches must run smoothly, equal to "Singer's"

THE YOUNG LIEUTENANT; or, The Adventures of an Army Officer. By Oliver Optic. Boston: Lee & Shepard.

Oliver Optic is so well known, and anything relating to the loyal army in the late Rebellion is so interesting, that it is sufficient to give the title and author to insure the book's being purchased and read. This volume does not fall behind the author's other works in style and interest, which is sufficient praise.

LIFE OF HORACE MANN. By His Wife. Boston: Walker, Fuller & Co.

Besides the public acts of every great man we wish to know something of him in the retirement of home and social life, when he was *preparing* for his public efforts. No one could tell us so well as Mrs. Mann, all the trials, discouragements, annoyances

and opposition that Mr. Mann had to meet and overcome. Mr. Mann was a leader, a pioneer, in the cause of popular education in this country, and his life should be read by every one, that we may all know to whom we are indebted, more than to any one else, for our present advanced state of public schools, and for our improved and elegant school houses, for our graded system and all our other facilities and improvements in an educational point of view. This is a beautiful edition and ought to be found in every library.

OTTALIE'S STORIES FOR THE LITTLE FOLKS. Translated from the German of Madame Ottalie Wildermuth. By Anna B. Cooke. Boston: E. P. Dutton & Co.

Like all German story books, this volume mingles fact with fancy. The German peasantry are a simple people, with a deeply religious faith in God as a rewarder of honest, truthful lives; and yet they have almost as great faith in Fairies, to help them in their trials, as in an all-wise, overruling Providence. This book teaches a beautiful moral lesson with Fairy accompaniments.

CUSHIONS AND CORNERS; or, *Holidays at Old Orchard.* By Mrs. R. J. Greene. Boston: E. P. Dutton & Co.

We would like to go to Old Orchard to Christmas, and we would try to find all the cushions and avoid all the corners, and have a jolly good time every hour. This is a capital book, and we will promise all the children that they will like it.

CHRISTMAS HOLIDAYS AT CEDAR GROVE. By Mary Alice Seymour. Boston: E. P. Dutton & Co.

This is an interesting book, and though designed for children it conveys much instruction and a good moral influence, and will interest children of a larger growth. We have so proved it.

JEAN INGELOW'S POEMS. Boston: Roberts Brothers.

Those who have read Jean Ingelow's "High Tide" and *Songs of Seven*, will need no words of ours to induce them to purchase the complete volume of the author's poems, which are full of beauty and tenderness. Roberts Brothers have just issued "The Songs of Seven," in beautiful binding and illustrated in the highest style of art; a very attractive Christmas gift.

THE PRIVATEERSMAN. *Adventures by Sea and Land, in Civil and Savage Life, one Hundred Years Ago.* By Captain Marryat, R. N. Boston: Roberts Brothers.

Boys will be delighted with this book; for it is full of incidents, daring adventures, heroic acts, hair breadth escapes, and amusing anecdotes. The illustrations are very good.

LESSONS FROM THE WORLD OF MATTER AND THE WORLD OF MIND. By Theodore Parker. Selected from notes of unpublished Sermons. By Rufus Leighton. Boston: Charles W. Slack.

Theodore Parker was a man of wonderful powers of mind, of pure heart and life, extensive knowledge, of uncorruptible integrity, and whose whole soul and being was devoted to the elevation of man and woman from every sordid and degrading propensity, and to the breaking every yoke of oppression in church or state. He was

a reformer and therefore an enthusiast; and all reformers, in their zeal for their work, become in a measure intolerant to their opponents. But even they who were most offended with his theology and his criticisms, during his life, have, since his death, awarded him the mead of purity of motive and an earnest desire to do good for the cause of humanity. The *Bibliotheca Sacra*, for October, says: "If his mischievous theology is put out of sight our generation furnishes no better type of the vigorous and many-sided life of New England, or of its broad philanthropies, than Theodore Parker."

The book before us contains some of Mr. Parker's best thoughts and words, on almost every topic which can interest the mind and heart of a thoughtful man or woman.

D. B. BROOKS & BROTHER, 55 Washington Street, Boston, are the publishers of *Brown's Pocket Memorandum and Almanac*.

This memorandum is the pioneer of all others, the present number being the XXIX. It is interesting to know from how small a beginning the present immense trade in memorandums and diaries has grown.

Brooks & Brother also publish the *Picture Password*, by Rev. Joseph Banvard, D. D., designed to teach Scripture lessons with amusement; a very pretty game.

They also publish *Art Games of Painters and Paintings, Ancient and Modern*, an instructive and entertaining game. The same publishers have a great variety of tablet cards from tiny ones of two leaves to very beautiful ones in ornamented wood and ivory cases. The latter are very pretty for Holiday presents.

THE LADY'S FRIEND.—The publishers of this beautiful magazine have issued a magnificent number for January. The leading steel engraving, "The Forest Gleaner," is a perfect gem of beauty. We do not know where the publishers of the *Lady's Friend* get such beautiful designs for their engravings. Then we have a gorgeous colored plate, "The Hand Banner Screen in Chenille on Velvet," which the ladies say is magnificent. The large double colored steel fashion plate is as usual superb—we had almost said unequalled. Another engraving, called "Stephen Wharton's Will," which illustrates a fine story, is very suggestive. Then we have a beautiful plate of Children Skating, intended to illustrate the winter styles of children's clothing; with numerous other plates illustrating Hair Nets, Winter Dresses, Borders for Jackets, various new styles of Bonnets, Winter Casaques, Paletots, Jackets, Embroidery, Chemises, Night Dress, Ancient Head-Dresses, Patchwork, &c., &c.

The literary matter is excellent. Among the articles we note "Stephen Wharton's Will," "Mrs. Trunk," by Frances Lee; "Paul's story, or French Lessons," "Clarice," by August Bell; "The Two Nightingales," "Stories of our Village," by Beatrice Colonna; "In Illness," by Florence Percy; "Rachel Dana's Legacy," by H. A. Heydon; "Arthur's Wife," "Loving Mary," Editor's Department, The Fashions, Household Receipts, &c.

Price \$2.50 a year. 2 copies \$4.00; 8 copies (and one *gratis*) \$16. *Now is the time to get up clubs for 1866.* Specimen numbers for this purpose will be sent for 15 cents. *Wheeler & Wilson's celebrated Sewing Machines are furnished as premiums in certain cases.* The Prospectus of this Magazine for next year embodies a splendid list of contributors.

Address Deacon & Peterson, 319 Walnut Street, Philadelphia.

OUR BOOK TABLE.

ARTHUR'S HOME MAGAZINE FOR 1866.—One year ago the publishers promised an increase of size and many improvements in the Home Magazine, and they have kept their word. For 1866 they have still further improvements to make. At length a circulation has been attained that warrants an expenditure more liberal than could in any past time be afforded, and they promise their subscribers the full benefit of this increased ability.

Steadily, in competition with other periodicals, long favorites with the people, the Home Magazine has year after year put forth its claims to favor, asking acceptance only on the ground of merit, and year after year it has widened its circulation and deepened its hold on the popular heart, until it has become established on a broad and sure foundation; not as a fashion magazine—not as appealing to light and superficial tastes, but as a cheerful friend and thoughtful counsellor to young and old. Month after month, the editors have filled its pages with things pleasant and profitable, and made its visits welcome for the truth and beauty and human sympathy it bore into the thousands of homes it was destined to enter. The Home Magazine is not simply a literary periodical. It takes higher ground, and seeks to make literature the handmaid of morality and religion, always teaching, whether by means of story, poem, or essay, that only by the "Golden Rule" can man live to any wise or good purpose. If you open your door to its visits, it will be a true friend in your household. You will find it neither didactic nor heavy, but cheerful, animated and social—a friend, dropping in upon quiet hours, with something always pleasant and profitable to say. A new *serial* by Miss VIRGINIA F. TOWNSEND, will be commenced in the January number, entitled "PETROLEUM."

The terms are \$2.50 a year, 3 copies for \$6. Five copies and one to getter up of club, \$10. Address T. S. ARTHUR & Co., 323 Walnut Street, Philadelphia.

DIARIES AND GAMES FOR 1866.

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WILLIAM J. ROLFE, *Master of High School.*

From A. J. NUTTER, *Principal Mt. Vernon School, West Roxbury, Mass. :*

Dear Sir :—By an advertisement in the *Massachusetts Teacher*, I learn that you are Agent for Munger's Slated Goods; and as I have had the pleasure of using his blackboard in my school-room for more than three years, with perfectly satisfactory results, it is with pleasure that I, though unsolicited, bear testimony to its good qualities. It has steadily improved by use, and I think I may safely say that it is all that the manufacturer promised, or the most sanguine of us expected. Indeed it is, as my assistant teacher said of it a few days since, "*good enough*."

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VOLUME XII.]

DAVID W. HOYT, EDITOR FOR THIS MONTH.

[NUMBER IV.

THE COMBINATIONS "EI" AND "IE."

THE proper use of *ei* and *ie* is not the least among the difficulties to be found in the English language. The school boy who is continually writing *recieve* for *receive* will be certain that this proposition is true in regard to spelling; and the clergyman who is mentally debating whether he shall say "ē-ther" or "ī-ther" will be equally ready to assent to its truth, so far as it relates to pronunciation. The general reader needs no better evidence of the existence of the difficulty than the fact that rules for the proper placing of *e* and *i* in juxtaposition are so frequently seen in the public prints.

Some years since the writer looked over every page of Webster's New Academic Dictionary, and from it made a collection of all common words containing either *ei* or *ie*, with the view of ascertaining the analogies of the language, and determining the existence of any general law pertaining to the subject. The result of this investigation was published in the *Massachusetts Teacher* for September, 1859. Without reprinting the lists of words there given, it may not be out of place here to deduce some general principles from them.

Before proceeding to the consideration of rules for spelling, it will be advisable to consider first the sounds of *ei* and *ie*.

SOUNDS OF EI.

When *ei* is pronounced as a digraph, or improper diphthong, it may take one of the six following sounds, viz.: *e* long, as in *con-*

ceive and *seize*; *e* short, as in *foreign* and *heifer*; *i* long, as in *freight* and *sleight*; *i* short, as in *forfeit* and *sovereign*; *a* long, as in *eight* and *neighbor*; the *a* of *care*, as in *their* and *heir*.

In the dictionary above named there are about twenty primitive words in which *ei* takes the sound of *a* long, and nearly as many in which it takes the sound of *e* long, if we include in the latter class, *either*, *neither*, *obeisance*, and *leisure*, whose pronunciation is somewhat doubtful. It takes the sound of *e* short in six words, of *i* short in four, and of the *a* of *care* in only two. Those words in which *ei* has the sound of *i* long are almost exclusively scientific terms, coming directly from the Greek or German, and therefore of no use in determining English analogies. There are but four words now in good use,* *eider*, *height*, *sleight*, and *gneiss*, which can be considered as forming exceptions to this statement. *Hight* is frequently used for *height*, and the *e* of *sleight* is convenient to distinguish it from another word having the same sound, while *eider* and *gneiss* are evidently related to the German.

The sound of *ei* in *their* and *heir* is precisely that which *a* long takes before *r*, and these words may therefore be included among those in which *ei* has the sound of *a* long. It is then evident that, according to present English usage, *ei* most frequently has the sound of *a* long, and that *e* long stands next in order, while the sound of *i* long is quite rare in pure English words.

Those who pronounce *either* and *neither* with *i* long can not, therefore, plead that the analogies of modern English are in their favor. Neither can they claim the sanction of good usage, for "out of seventeen lexicographers, *only two*, and they of little account," give *i* long the preference. The only plea on which this pronunciation can be justified is that of euphony. To the ears of those who employ it, *i-ther* doubtless sounds better than *e-ther*. Should teachers, for this reason, attempt to change the pronunciation of the rising generation, and thus introduce a sound which is contrary to the analogies of modern English?

* A few months since a writer in a Greenfield (Mass.) paper attempted to prove that the sound of *i* long for *ei* is more in accordance with English analogies than that of *e* long; but the only manner in which the claim could be sustained was by the use of *obsolete* words. Whatever this course may prove as to the past history of our language, it certainly does not fairly exhibit the present tendency of English usage.

The following paragraph, framed for the purpose of showing how far the analogy of the language sustains this pronunciation of *either* and *neither*, has been published in several newspapers :

"*Being* disposed to walk, I would *feign* have visited my *neighbor*, but on approaching his *seigniory* I was alarmed by the *neighing* of his horse ; and on lifting my *veil*, was terrified to find the animal within *eighty* yards of me, approaching at a speed that seemed *freighted* with the direst consequences. I was in a *streight*—caught in a *seine*. My blood stood still in my *veins*, as I *conceived* my life in danger. Turning my head, I was pleased to see an Arabian *Sheik* near by, and doing him *obeisance*, I begged that he would *deign* to come to my rescue. I was not *deceived* in my hopes. By a skilful *feint* he succeeded in *seizing* the *reins* attached to the fiery steed, and as he was a man of *weight* he checked him in his impetuous career, and my life was saved. For the favor thus *received*, may he ever live in a *ceiled* dwelling !"

It is claimed that in this paragraph "are introduced all the different connections in which the letters *e i* are met with, except as in the word *height* ;" but it will be found that the number of words omitted is as great as the number inserted, even without reference to those in which *e* and *i* are pronounced separately. The word *being* belongs to this latter class, which includes more than twenty words, such as *plebeian*, *albeit*, *deity*, *reissue*, *reiterate*, etc. Such words as *heifer*, *foreign*, *mullein*, *counterfeit*, and *sovereign*, in which *ei* has the sound of *e* short or *i* short, are entirely omitted. So also are the common words *leisure*, *weird*, *perceive*, *inveigle*, *heinous*, *skein*, *sleigh*, *reign*, *inveigh*, *heir*, *their*, *sleight*, *eider*, *gneiss*, etc. These omissions, however, do not materially affect the question at issue, the bearing of English analogy upon the pronunciation of *either* and *neither*.

SOUNDS OF IE.

Of the words containing *ie*, about one hundred are nouns and adjectives derived from words ending in *y*, such as *multiplier*, *sundries*, *salaried*, *twentieth*, etc. Without including these, or any of the numerous grammatical forms arising from the inflection of different parts of speech ending in *y*, the words of our language containing *ie* are still about twice as numerous as those containing *ei*.

When *ie* is pronounced as a digraph, it may take the sound of *e* long, *i* long, *i* short, *e* short, etc. ; but never the sound of *a* long,

which is the most common sound of *ei*. When it ends a syllable, *ie* takes the sound of *i* or *y* in the same situation, the final *e* being silent.

The monosyllables *die*, *fie*, *hie*, *kie*, *lie*, *pie*, *pied*, *tie*, *vie*, and their compounds, are the only words in which *ie* has the sound of *i* long, unless we except *piebald*. This follows directly from the rule just stated.

If the syllable containing it is accented,* *ie* is usually pronounced like *e* long, as in *chief*, *believe*, *wield*, and *brigadier*. There are between fifty and sixty primitive words belonging to this class, about one-third of which have been taken from the French, and end in *ier*, as *brigadier*, *financier*, and *brevier*. Of course *die*, *fie*, etc., before mentioned, are exceptions to this rule. *Sieve* and *friend* are the only other prominent exceptions, although *tierce* is sometimes pronounced like *terse*.

* If the syllable containing *ie* is unaccented, its vowel sound is generally short or obscure, as in *prairie*, *mischief*, and *alien*; and it frequently modifies the sound of the preceding consonant, as in *transient*, *soldier*, and *patient*. *Frontier*, however, and perhaps one or two other words of the class before named, now have the accent thrown on the first syllable without changing the sound of *ie*.

Of the sixty or seventy primitive words belonging to this class, about one-fifth end in *ie*, and correspond in pronunciation with words ending in *y*. One or two of those from the French still retain the final accent and sound of *e* long, that is, the French sound of *i*, in accordance with the principle stated above in reference to syllables ending in *ie*; but the others end in the sound of *i* short. It is an interesting fact that this termination *ie*, which was once so common in our language, has so fully disappeared that not much more than a dozen words of that class are left, and they are mostly of French or Scotch origin.

About one-fourth of the words of this class, also, end in *ier*, and about two-fifths contain the combination *ien*. In such words as *clothier*, *collier*, and *convenient*, *i* takes the consonant sound of *y*, while *e* takes its short vowel sound. In one sense, then, they are separately pronounced, but *i* never assumes such a character unless it is followed by *e* or some other vowel in the same syllable. Nearly one-third of the whole number of words in which *ie* is found in an unaccented syllable contain *ien* preceded by *c*, *s*, or *t*, as in *conscience*,

*Monosyllables are regarded as accented.

transient, and *sentient*. Here the *i*, being followed by a vowel in the same syllable, first takes the consonant sound of *y*, and then combines with the preceding consonant, producing the sound of *sh*; thus *ancient* becomes *ans-yent*, and then *an-shent*; *transient* becomes *trans-yent*, and then *tran-shent*. These two pronunciations (*s-y* and *sh*) closely resemble each other, and can hardly be distinguished in ordinary conversation. The regular transition from *sent-yent* would be to *senchent*; but, in all cases where *t* is followed by *ien*, it loses its own sound, and assumes that of *s*.* Seven words ending in *ier* preceded by *s* or *z* undergo a similar change, except that the sound is softened into that of *zh*, as in *hosier* and *glazier*. *Vizier* is the only such word which is marked with the sound of *z-y*, and this can hardly be spoken hurriedly without producing *vizher*. In *soldier* the sounds of *d* and *i* (or *y*) combine and produce the sound of *j*, thus, *sold-yer*, *sol-jer*.

In the case of some words ending in *ier* the *i* and *e* are separately pronounced, as in *barrier*, *terrier*, etc., besides derivatives of English words ending in *y*. The whole number of primitive words in which *i* and *e* each receive a distinct vowel sound is about seventy-five, including such word *diet*, *experience*, *variety*, etc.

ORTHOGRAPHICAL RULES.

As the sound of *e* long is commonly represented by both *ie* and *ei*, it is frequently difficult to determine which letter shall be placed first, in cases where that sound is given to the combination. Hence one naturally seeks in the adjacent letters or sounds for some law to control the orthography.

The impossibility of framing any general rule based upon the letters which precede *ie* and *ei* is readily seen by comparing such words as *financier* and *preconceive*, *shield* and *sheik*, *liege* and *leisure*, *lie* and *sleight*, *priest* and *reigle*, *siege* and *seize*, *tier* and *teil*, *wield* and *weird*, and the like, where *ie* and *ei* have the same sound and are preceded by the same letters. There seems, also, to be no ground for any distinction based upon the letters following these digraphs, for in such words as *field* and *ceil*, *mien* and *seine*, *shriek* and *sheik*, *frieze* and *seize*, *achieve* and *deceive*, *ie* and *ei* have the same sound

*The word *courtier* retains the true sound of *i*.

and are followed by the same letters. Looking merely at orthography, without reference to pronunciation or derivation, it is found that *ie* is preceded by every letter of the alphabet except *e*, *i*, *j*, and *g*, while *ei* is preceded by every consonant except *j*, *q*, *x*, and *y*; and no consonant is placed after *ei* which is not also placed after *ie*, and only three (*b*, *c*, and *w*) follow *ie* which do not also follow *ei*. The consonants *h*, *j*, *q*, *x*, and *y*, do not immediately follow either *ei* or *ie*.

Of all the rules on this subject which have fallen under the notice of the writer, only one is true without exception, and that is of very limited application. It relates to the use of the terminations *eive* and *ieve*. After the letter *c*, *eive* is employed; but after any other letter (*l* and *r*) *ieve* is written. There are but eight common words of this class: *conceive*, *deceive*, *perceive*, *receive*, *believe*, *relieve*, *reprieve*, and *retrieve*; but they are words upon which mistakes are often made.

Several years since a paragraph was published in one or more Boston newspapers, stating that *ei* is used when preceded by an *s* sound (*c* soft or *s*), and at the beginning of a word, while in other cases *ie* is employed. The falsity of this rule is seen at once by examining such as *leisure*, *weird*, *siege*, *sieve*, *financier*, etc. There are only five primitive English words in which *ei* is preceded by *c*, and four of these, ending in *ceive*, are from one Latin root, while the other, *ceil*, seems related to *ciel* in other languages. These words appear in many forms, however, and are in constant use, hence it is not strange that they have received special attention. It is true that when the digraph has the sound of *e* long, and immediately follows *c*, it is represented by *ei* and not by *ie*, except in the word *financier*, and perhaps *glacier*, *superficies*, and *species*. There are more than a dozen words in which *c* is followed by *ien*, producing the sound of *shen*, as in *deficient* and *ancient*.

But the rule just given respecting *c* before *ei* having the sound of *e* long, besides being cumbered with exceptions, affects only one word, *ceil*, which is not included under the rule respecting *eive* and *ieve*. Hence we conclude that the latter is the only one which it is worth while to teach, and great care should be taken to prevent the mistake of extending it beyond the terminations *eive* and *ieve*.

D. W. H.

POWERS OF A BIRD'S SONG.—When we hear the song of the soaring lark we may be sure that the entire atmosphere between us

and the bird is filled with pulses or undulations, or waves, as they are often called, produced by the little songster's organ of voice. The organ is a vibrating instrument resembling in principle the reed of a clarionet. Let us suppose that we hear the song of a lark elevated to a height of five hundred feet in the air. Before this is possible the bird must have agitated a sphere of air one thousand feet in diameter—that is to say, it must have communicated to seventeen thousand eight hundred and eighty-eight tons of air, a motion sufficiently intense to be appreciated by our organs of hearing.—*Tyndall's Glacier of the Alps.*

HINTS ON CONDUCTING RECITATIONS.—No. 3.

It is an idea, common to most of our schools, so far as I have been able to learn, that it devolves wholly upon the teacher to ask the questions in a recitation, and upon the members of the class to give the answers—presuming that the desired benefit is thus only obtained. It is quite evident to me that scholars will derive more benefit by being allowed or required to ask the questions themselves, generally, than they will when only asked by the teacher, for the following reasons: First, scholars not only qualify themselves to give the answers to the questions in a lesson, but they qualify themselves to ask the questions. Secondly, it has a tendency to make them more interested in their lessons, to secure better attention, and thereby the more benefit is derived from them. Again, it is better in many other respects not necessary to name, notwithstanding time-honored opinion and custom to the contrary.

Visit a school where the scholars have never been accustomed to ask each other questions in their lessons, and call upon some member of a class to ask the others a few. If you do not perceive that you have given that scholar a severe task, then it will be because you have selected one possessing abilities common to but few. Not long since I visited a school when a class in arithmetic was called out to recite. The questions asked and examples given by the teacher and by myself were answered and performed in a very satisfactory manner. I then proposed that some member of the class ask the others a few questions, or give an example under the lesson. This idea took them, and I am led to think, the teacher also, by surprise, yet it appeared to

be quite acceptable to them ; but no one volunteered. I then ask the first in the class to ask the second a question, and so on through the class. By a considerable urging I succeeded in obtaining five questions from the ten members, and but two of the questions were properly stated. It is to be understood that the questions were not to be read from the book. I did not pursue the subject further, but was the more fully impressed to say a few words to my fellow teachers, who have never been accustomed to require or allow their scholars to participate in conducting a recitation. I, perhaps, can do this in no better way than to present the course I have taken in my own school.

It matters not whether the lesson is in arithmetic, or in some other branch of study. The course, in the main, is applicable to each and to all ; but I will take a class in arithmetic, supposing the lesson for the day to be in interest. At the regular time the class is called out ; and I would here say that I have each scholar occupy the same seat from day to day during a recitation, unless he is to act as monitor, when he takes his place in front of the class. He then commences the exercise by asking the questions in the lesson to the other members. He is to select examples for each, or all, to perform. After these have been worked and demonstrated, he is required to give others, but not to take them from the book. He is also required to give his opinion as to the correctness of the answers, criticise the mode of operation of any work necessary, and propose any question involved in the examples. In case he errs in stating a question, or in deciding upon any point, he is of course corrected. Again, I will take a class in spelling. It is called out as the one in arithmetic, but stands during the exercise. The one that is to act as teacher, corrects any mistake made in reading or pronouncing a word, and pronounces them for spelling. The other members of the class each then give a word to the one who has acted as monitor. It is not to be understood that I take no part in a recitation, but on the other hand, I supervise the whole, and see that all is conducted in a proper and correct manner.

In conclusion, allow me to say that I have scholars in my school, from ten to fifteen years of age, that are better qualified to conduct a recitation than many teachers whose schools I have visited ; and that they can answer questions, though they do not come always from the same lips, or in a prescribed form.

SHUNOCK.

North Stonington, Ct.

GRAMMAR.**CONNECTIVES.**

In a previous article we discussed one class of those words, the preposition, which are generally considered the connectives of the language.

We found that the chief use of the preposition is to assist in forming sentences, by uniting words, and showing the relations which exist between them. They form closer connections than any of the other parts of speech used for that purpose. They are not the hinges on which the gate swings, but the screws and bolts which hold together the joints which are not expected to move. We will now consider conjunctions.

Properly speaking, all connectives are conjunctions, but we generally limit the definition to such words as perform the office of uniting propositions ; or, less frequently, the terms of a proposition.

Prepositions connect words. Conjunctions connect propositions. If I were to use a train of cars as an illustration, I would say that the prepositions would be the fastenings used in constructing the cars, while the conjunctions would be the connectives which unite the several cars into a train.

In the same way, when we construct sentences, we use prepositions, but when we combine these sentences into paragraphs, we use conjunctions.

A conjunction, then, is a part of speech which connects propositions, and whenever there is a propositional conjunction, there are at least two propositions,—two subjects and two predicates. It is true that, when these propositions have the same subjects or the same predicates, they may be so contracted as to appear like one.

In the sentence, "John and James study grammar," there are as much two propositions as though it was written, "John studies grammar and James studies grammar;" but the predicates being the same, only one is used, leaving the reader to infer that the same thing is predicated of both subjects. Here *and* is propositional; but in the sentence, "All men are white or black," the conjunction *or* is terminal, as it is called, connecting terms. We can not say with truth, "All men are white, or all men are black." The terminal conjunctions are, however, less frequent than is generally supposed, because

so many of the propositions have some part common, and by a certain arrangement of the words, a correct inference is made by using that part once.

Both of the following sentences are correct, but they have different meanings: "He loves you better than me." "He loves you better than I." In the first, the subject and verb of the second proposition are omitted—"better than he loves me." In the second, the verb and the object are omitted—"better than I love you." In either case *than* is a propositional conjunction.

Most conjunctions are developed out of other parts of speech. The conjunction of comparison, *than*, is developed from the adverb of time, *then*, and this in its turn is derived from a pronoun, as is also the conjunction *that*. *Therefore* is a pronoun with a preposition added. *Because* is a noun governed by a preposition.

We not unfrequently find the same word used, sometimes as a preposition and sometimes as a conjunction. "He took all but one." Here *but* is considered a preposition. "The boy can read, but he cannot write." Here *but* is a conjunction. "I read the book but twice." Here *but* is used in the sense of the adverb *only*. And here let me make a remark upon what I often hear said and see written; that conjunctions sometimes govern nouns in the objective case. This to me is sheer nonsense. It requires us to change the definition. If the world has settled upon a definition for a particular part of speech, let us stick to it, and if the same words are sometimes used as different parts of speech, as they certainly are, then let their use determine their name. There is no necessity for destroying long established definitions; but it is perfectly consistent to use a word sometimes as a preposition and sometimes as a conjunction, just as we use the word *love* sometimes as a noun and sometimes as a verb. When a man tells me that conjunctions are generally used to connect sentences, but this one governs a case, I expect that he will soon show me some cherries, with the remark: "Cherries generally grow on cherry trees, but here are some that grew on elder bushes." If a word be a conjunction, it can not govern a case. If it govern a case it is no conjunction, but a preposition. A conjunction cannot govern a case for the reason that the word which follows it must be the subject of the second proposition, and as such a nominative case.

The only government of which a conjunction seems to be capable, is that of mood.

Conditional expressions are generally preceded by conjunctions, and such expressions often contain the subjunctive mood. Conjunctions, however, do not govern the subjunctive mood because they are simply conditional, but because in the particular mood which they accompany there is an element of uncertainty. Conditional conjunctions are therefore of two kinds—those which express a condition as a *fact*, and one admitted as such ; and those which express a condition as a *possible* fact, and one which may or may not be true. The first kind requires the indicative mood, as, “If the vessel is ready (a fact) we shall sail, to-morrow.” The second kind requires the subjunctive, as, “If the wind be favorable (an uncertainty) we shall sail to-morrow.” In the first sentence *since* might be substituted for *if*. Since the vessel is ready.

The following method for ascertaining which mood is to be used, is given by Dr. Latham. “Insert immediately after the conjunction one of the following phrases, “as is the case,” or “as may or may not be the case.” When the first expresses the meaning of the speaker, the indicative is the mood to be used, but when the second, the subjunctive. “If, as is the case, the vessel is ready.” “If, as may or may not be the case, the wind be favorable,” etc.

This rule is often violated, because many seem to suppose that every conditional sentence, should contain the subjunctive mood.

Many instances of the use of the subjunctive for the indicative are found in the Scriptures, example : “If ye then be risen with Christ.” There seems to have been no doubt in the mind of the Apostle, for on its truth, he grounds the exhortation which follows. The original also, justifies the use of the indicative, “If, (since,) then ye are risen with Christ.”

In the sentence, “Tho’ I be absent in the flesh,” the verb in the Greek is indicative, as it evidently ought to be in English, for there is no uncertainty. “The bias seems formerly to have been very much in favor of the subjunctive mood after conditional particles, but now it is in favor of the indicative, whenever the idea will admit it.

There is another office of conjunctions which is generally left unexplained. It is that of relationship. We have seen that prepositions show the relations which the words in a proposition bear to each other. We shall also see that conjunctions show the relations which propositions bear to each other. One proposition may be opposed to that which precedes it, it may depend upon it as a necessary condition, or

it may serve as the complement of it. Each of these characters must be denoted by its appropriate sign, which shall indicate the nature of the relation between the propositions. Let us take some examples, "The serpent beguiled me and I did eat." Here are two propositions. The word *and* which joins them belongs to neither; it merely connects them and shows that the act expressed by the first sentence was the cause of the act expressed by the second, or that the eating was the consequence of the beguiling.

"The ground was well tilled but the harvest was poor." Here are also two propositions. The word *but* connects them, but it belongs to neither. It indicates a contrariety and shows a result different from what would naturally be expected.

"You will obey the rules if you wish to please me." Here *if* shows the conditional relation which exists between the propositions. "I know that the good will be rewarded." In this sentence *that* indicates that the second proposition is the complement of the first.

The word *that* in such connections is called a conjunction, but, as I have said, it is pronominal in its origin. In the sentence given above, it is really a pro-sentence and represents the clause "the good will be rewarded. This peculiar use of *that* seems to have arisen thus: A thought prominent in the mind of the speaker, and about which he wishes to say something is uttered; then he introduces *that* as a substitute for the expression, and makes it the subject or object of his principal verb, thus:

The good will be rewarded, *that* is certain.

The good will be rewarded, I know *that*.

This mode of expression imparts a certain amount of emphasis. By degrees *that* came to be placed before the clause it represents, and is now said to connect it to the other proposition, thus:

That the good will be rewarded is evident.

I know that the good will be rewarded.

It is not the purpose of these articles to discuss particular words, but to point out the general characteristics of the different classes of connectives. I will, however, mention a few, that have some peculiarities.

It has been said that the conjunction of comparison, *than*, came originally from a pronoun through the adverb *then*. Let us see how it was developed from *then*.

"John is wiser than his brother (is wise.)" Here it is asserted that "his brother" is wise, *then* John is wiser, or, If John is wiser, *then* his brother can only be wise. Now omit the predicate of the second clause, as it is natural to do, and change *e* to *a* in *then*, which would very likely be done in pronouncing it, and we have "John is wiser than his brother."

The combination "as well as," though now written as separate words, forms a connective similar in meaning to *and*, but stronger."

"We believe in the generally good character of the man, as well as in his innocence of the present crime."

And would not here supply the place of "as well as," as it would only place the two terms on an equality, while "as well as" takes it for granted that we believe him innocent of the present accusation, and throws a certain amount of emphasis upon the first part of the sentence, by calling special attention to the fact, that we believe in his generally good character.

The phrases "as good as," "as far as," &c., are of a similar character.

"John is as good as his brother."

In this sentence the first *as* is not absolutely necessary, as the last *as* is sufficient to form the connection, but it unites with the last one, and seems to make the connection stronger. The first proposition ends with *good*, and the first *as* seems to be placed before *good*, that it may be heard before the sentence is completed, and thus hold the attention of the hearer by indicating that something more is to be said. It is not pretended that this arrangement was made arbitrarily, but that it grew up naturally.

There are some compound words which are used as connectives, such as *howsoever*, *notwithstanding that*, *forasmuch that*, *insomuch that*, and another class composed of an adverb and a proposition; such as *thereupon*, *whereunto*, &c., which are equivalent to, upon which, unto which, &c. These are sometimes used by way of variety, but are not considered conducive to elegance. Some writers call them the "drawling conjunctions." Lord Shaftsbury denominates them "the gouty joints of style;" and Dr. Campbell adds, "If these are the gouty joints of style, the viz.'s, the i. e.'s, and the e. g.'s may not unfitly be termed its crutches."

Another article on the connecting adverbs, and the relative pronouns will complete this discussion.

DR. WAYLAND AS A TEACHER.

WHEN FRANCIS WAYLAND died, a great teacher ceased from among men. The world at large knew him, and will remember him as an eminent preacher and author; but his highest claims to the consideration of mankind rest upon his work and character as a teacher. It was in the teacher's chair that his greatest influence was exerted, and among his pupils his most impressive and enduring marks were made upon his country and his times.

Francis Wayland began his career in teaching, at twenty-one years of age, as a tutor in Union College, where he had graduated four years before. He never worked in the ranks of the primary teachers, but this serious lack in his apprenticeship was, in a large degree, compensated by the intimacy to which he was admitted with that great Nestor of American teachers, the venerable Nott. As a preparation for his work he had not only a thorough collegiate education, but also a three years' course of medical studies, and a year's study of theology, under that great theologian and great teacher, Moses Stuart, of Andover.

Thus richly furnished with various knowledge, young Wayland was still more richly endowed in rare mental and moral characteristics, which could not fail to make him eminent as an educator. There was a most earnest, conscientious devotion to duty in him that stopped at no obstacles, and went tirelessly on to its great ends, courting no applause and fearing no disfavor. Duty in its own name, and by virtue of its own inherent authority and divineness, was sacred to him. He followed it with the steady tread of a veteran soldier following his leader. I doubt whether Francis Wayland ever knew a duty he did not perform, or at least heartily attempt. To the tasks that conscience assigned him he brought all the powers of which he was master, and exerted them cheerfully and faithfully to the end. And it was a Christian devotion—the love of Christ inspired and sustained it.

To these high moral qualities he added the gifts of a most sound and practical intellect. He was a great master of common sense. He seemed to perceive as if by an instinct where the clear and the practical in any discussion ended, and where the vague and the doubtful began; and, though not destitute of acumen for metaphysical debate, he resolutely avoided its unsatisfying subtleties, and clung to

the "truth which holds good in working." As an educator he sought the practical rather than the theoretical.

Finally, there was in him a great capacity for *work*—downright, earnest, tireless work. This demonstration seems to have caught the attention of every observer, and some say, in sadness, he fell a victim to his incessant industry. "He had no faculty for relaxation," said one who knew him best. Activity such as his would have made even a common mind great. To his life it lent wide power and fruitfulness. With these four cardinal qualifications—large learning and experience, great devotion to duty, a grand, practical intellect, and a love of work,—how could he fail to be eminent as a teacher of youth.—*Michigan Teacher*.

PUBLIC SCHOOLS AND TAXATION.

EXTRACT FROM THE REPORT OF JOHN SWETT, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION FOR CALIFORNIA.

I am reluctant to close this long and complicated report of details and statistics, necessary to be made, and yet, from their character, tiresome to most except school officers and teachers, without a final appeal to the legislators who will be called upon to act on its suggestions and recommendations.

Previous to the lessons taught us by the great war just closed—in suffering, and doubt, and blood and tears—the great fundamental truths of our school system had grown to be glittering generalities for gracing political speeches or Governors' messages. These truths are now felt as a solid reality by the States on the other side of the continent; and under all the burdens of their debts, incurred in saving the nation, they are striving to make their public schools more effective by more liberal provisions for their support. I am painfully conscious that our schools, while accomplishing something, fall far short of the great work which is pressing upon them. They need both judicious legislation for their government, and liberal taxation for their support. It is a matter of deep regret to all thinking men, that some of our citizens who represent the greatest wealth of the community are engaged in a crusade against taxation for the support

of schools, and are waging their warfare under the hue and cry of extravagance, for the purpose of exciting the prejudices of the people.

Liberality in educating the people is the true economy of States. What would be extravagance in one individual, whose life is limited to a few years, is economy in the life of a State or nation; what would be economy in a single man, is meanness in a State. This generation is not living for itself alone, but for future generations and for the future greatness of the nation. We have those among us who, to save from each dollar they call their own a tax of one one-hundredth of one per cent., would make serfs of the next generation by leaving the children to grow up in ignorance; who think intelligence, cultivation, refinement, honor, integrity, morality, religion, and patriotism among common people—the working classes—are myths; that the only thing tangible is real estate, and the great object of life is to escape taxation. Public schools are synonymous with taxation; they represent taxation, and the sooner the “common people” understand this democratic-republican doctrine the better for the State, the better for property, the better for mankind, the better for the nation. There is altogether too much of this whining about taxation for the support of schools. Where would the nation have been to-day but for public schools? Who fought our battles in the last war, but the men who were drilled into patriots in public schools supported by taxation? Last year the nation paid twenty-two millions of dollars for the support of schools; what true statesman wishes it had been less? The public schools are the educators of the working men and women of the nation, and they are the producers of all the wealth which is protected by law. The schools mould the characters of the men whose will, expressed through the ballot-box, makes and unmakes constitutions, and breathes life into all laws.

The great “Expounder of the Constitution,” Daniel Webster, was a life-long champion of the public schools; his great intellect comprehended the length and breadth of their influence on the nation, and I quote, with peculiar pleasure, his views on popular education.

“I congratulate myself that my first speech on entering public life was in their behalf. Education, to accomplish the ends of good government, should be universally diffused. Open the doors of the school-house to all the children in the land. Let no man have the excuse of poverty for not educating his own offspring. Place the means of education within his reach, and if they remain in ignorance,

be it his own reproach. If one object of the expenditure of your revenue be protection against crime, you could not devise a better or cheaper means of obtaining it. Other nations spend their money in providing means for its detection and punishment, but it is the principle of our Government to provide for its never occurring; the one acts by *coercion*, the other by *prevention*. On the diffusion of education among the people rest the preservation and perpetuation of our free institutions. I apprehend no danger to our country from a foreign foe. The prospect of a war with any powerful nation is too remote to be a matter of calculation; besides, there is no nation on earth powerful enough to accomplish our overthrow. Our destruction, should it come at all, will be from another quarter. From the inattention of the people to the concerns of their Government—from their carelessness and negligence, I must confess that I do apprehend some danger. I fear that they may place too implicit a confidence in their public servants, and fail properly to scrutinize their conduct; that in this way they may be made the dupes of designing men, and become the instruments of their own undoing. Make them intelligent, and they will be vigilant; give them the means of detecting the wrong, and they will apply the remedy.

* * * * *

“Everywhere, *everywhere*, on her hills and rivers, are these school-houses. Who shall speak in proper language of the wisdom, and foresight, and benevolence, and sagacity of our forefathers in establishing a general system of public instruction as a great public police for the benefit of the whole, as a business in which all are interested? The world had previously seen nothing like it, although some parts of the world have since copied from it. But where—when you talk of fostering governments, of guardian governments, of governments which render to subjects that protection which the allegiance of subjects demands—where is it, I ask, that, as here with us, it has come to be a great and fundamental proposition, existing before constitutions, that it is the duty—the bounden duty—of governments composed by the representation of all, to lay the foundation of the happiness and respectability of society in universal education?

* * * * *

“We seek to educate the people. We seek to work upon mind as well as on matter; and in working on mind, it enlarges the human intellect and heart. We know, when we work upon materials immortal and imperishable, that they will bear the impression which we

place upon them through endless ages to come. If we work upon marble, it will perish ; if we work upon brass, time will efface it ; if we rear temples, they will crumble to the dust ; but if we work on men's immortal minds, if we imbue them with high principles—with the just fear of God and their fellow men—we engrave on those tablets something which no time can efface, but which shall brighten and brighten to all eternity."

I appeal to legislators, when the school bill comes before them, to bear in mind that, in providing for schools, a liberal expenditure is, in the end, the truest economy ; and when the cry of taxation is urged against any reasonable and necessary appropriations, to remember this great truth, so well expressed by Horace Mann : "In our country, and in our times, no man is worthy the honored name of statesman who does not include the highest practicable education of the people in all his plans of administration. He may have eloquence, he may have a knowledge of all history, diplomacy, jurisprudence—and by these he might claim in other countries the elevated rank of statesman ; but, unless he speaks, plans, and labors, at all times and in all places, for the culture and edification of the whole people, he is not, he cannot be, an American statesman."—*California Teacher*.

QUESTIONS FOR WRITTEN EXAMINATIONS.

ARITHMETIC.

NOTE.—The minute-hand of a clock passes over sixty minute-spaces in an hour, and the hour hand over five spaces ; the minute-hand, therefore, gains fifty-five minute-spaces in sixty minutes. It will require one-fifty-fifth of sixty minutes for it to gain one minute-space.

1. At what time between four and five o'clock are the hour and minute hands of a clock together ?

NOTE.—It is evident the minute hand must gain twenty minute-spaces. To gain one space it takes it one fifty-fifth of sixty minutes, and to gain twenty spaces, &c.

2. At what time between two and three o'clock do the hands point in opposite directions ?

NOTE.—The minute hand must gain ten minute-spaces to overtake the hour hand, and to point in an opposite direction it must gain thirty more, or forty in all. To gain one space it takes it, &c.

3. At what time between eight and nine o'clock do the hands point in opposite directions ?

NOTE.—The minute hand, to be in the required position, must be thirty minute-spaces in advance of the hour hand. At eight o'clock it is twenty such spaces ahead, therefore it must gain ten spaces. To gain one space, &c.

4. At what times between five and six o'clock do the hands form a right angle?

NOTE.—It occurs twice. In the first case the minute hand must gain ten minute-spaces, and in the second forty. To gain one space, &c.

5. At what times between nine and ten o'clock are the hands seven minutes or seven minute-spaces apart?

NOTE.—It occurs twice. In the first instance the minute hand must gain thirty-eight minute spaces, and in the second case it must gain fifty-two. Had the question been, "At what times between eleven and twelve o'clock, &c.,"—the minute hand in the first instance would have to gain two spaces, and in the other forty-eight. Had the question been, "At what time between one and two o'clock, &c.,"—it would occur but once, and then the minute hand would have to gain twelve spaces.

NOTE.—Both hands pass over a distance equal to sixty-five minute spaces, in an hour. To pass over a distance of one space, it will take them one-sixty-fifth of sixty minutes.

6. At what time between three and four o'clock do the hands make equal angles with the *three* mark?

NOTE.—It is evident the minute hand must go to within the same distance of the *three* mark as the hour hand goes beyond it; so that both hands pass over a distance of fifteen minute-spaces. To pass over one space it takes them one sixty-fifth of sixty-minutes, to pass over fifteen spaces, &c.

7. At what time between twelve and one o'clock is the minute hand as far from the *one* mark as the hour hand is from the *twelve* mark?

NOTE.—It is evident when the hands get in the required position, both have passed over a distance of five minute-spaces. To pass over one space it takes them, &c.

8. At what time between ten and eleven o'clock do the hands make equal angles with the *one* mark?

NOTE.—It is evident that when the hands are in the position required, the minute hand must lack as much of being up to the *four* mark as the hour hand is beyond the *ten* mark, so that both pass over twenty minute-spaces. To pass over one space, &c.

9. At what times between ten and eleven o'clock do the hands of a clock form a right-angle?

10. At what time between nine and ten o'clock do the hands form equal angles with the *five* mark?

GEOGRAPHY.

1. Draw the boundary line of the State of Massachusetts. Represent its mountains. Draw seven of its rivers. Locate fifteen of its largest towns, and state a characteristic of each. Name a few of its historical facts.

2. Bound the territory of New England. Describe six of its rivers. State some facts in regard to its climate; its soil; its productions; its schools.

3. Draw the outline of the State of South Carolina. Represent its mountains. Draw four of its rivers. Locate five of its largest towns and state a characteristic of each. Name a few of its historical facts.

4. Bound the territory of the Gulf States. Describe six of its rivers. State some facts in regard to its climate; its soil; its productions; its schools.

5. Compare the physical features of Massachusetts and South Carolina; compare their soil; their productions; their schools. Why do their productions differ? Why such a difference in their schools?

5. Locate twenty places where battles were fought during the late rebellion. Name five ports that were blockaded by the Union fleet. Name five rivers patrolled by the Union gunboats. Name five places taken from the rebels by the combined action of the Army and the Navy.

7. How many States are there in the Union? How many territories? How many Counties in Rhode Island? how many cities and towns? how many representatives has she in Congress?

8. Name the States wholly west of the Mississippi river. Name those that have in whole or in part the Mississippi river for their western boundary.

9. Name those States that have a decidedly southern or southeastern slope. Name the mountainless States of the Union.

10. What is the government of the United States? The President's Cabinet consists of whom? The permanency of a Republican government depends mainly upon what?

QUESTIONS FOR EXAMINATION OF TEACHERS ENGAGED IN COMMON SCHOOLS.

Have you ever taught? (If so.) How many terms? How have you succeeded? Do you think you would like to take teaching for an occupation? Do you intend to? Have you ever attended a normal school, or a school where you have had any experience in those things relating to teaching? Have you generally attended teachers' institutes held in your town or county? Do you take an educational journal? Under ordinary circumstances would you forbid whispering and corresponding in your school? How would you have your scholars enter and leave the school-room?

Other questions might be asked regarding discipline, as circumstances might require.

SPELLING.

In case you have scholars in the alphabet, what course would you take to teach them the letters? Would you require a scholar to pronounce each syllable in a word as it was read? In case a scholar comes to a word he seems unable to pronounce, would you pronounce it for him before he had made a trial? What course would you pursue with a first class in spelling? Would you require the definition of words? Will you spell and define scholar; recitation; grammar; analysis; analyze; annual; service; socially? Pronounce c-a, c-e, a-r-e, b-ee-n, e-r-e, e-gg, n-o-n-e, c-o-r-al, t-o-r-t-o-i-s-e, s-e-w. What sound has a, in aid; tall? e, in men; met?

READING.

Questions should be asked relative to the candidate's mode of conducting exercises in reading. Passages selected to be read should be of a conversational character, or such as the teacher can understand without deep thought or study. Then you will be able to judge of his qualifications in this branch. Away with selections from "Young's Night Thoughts," or the like.

GRAMMAR.

The first to be considered regarding this study is what has already been manifested in the teacher himself—his demeanor, his mode of expression, or the use he makes of grammar. Sooner grant a certificate to a person gentlemanly in appearance, correct

in his expression, but with a limited knowledge of parsing and analyzing, rather than to one proficient in these but uncouth in his ways, and vulgar in expression. No person can teach grammar correctly unless he uses it correctly.

If you are satisfied thus far, as regards this branch, a few questions similar to the following might be asked: Name three regular verbs; three irregular verbs; three transitive verbs; three intransitive. Name the rule for governing the noun or pronoun in the possessive case; in the objective case after the preposition.

Write a sentence, modifying the subject by an adjective element of the first and the second class, and the predicate by an objective element of the third class. Parse each word in the following sentence as you would have a scholar: "In the year 1807, Robert Fulton, an American, put the first steamboat on the Hudson river." The sentence should be written by the teacher. This will enable you to judge of his penmanship, use of capitals, punctuation, &c.

ARITHMETIC.

Give four examples under mental arithmetic. Demonstrate the following as you would have a scholar: If three-fifths of a yard of cloth cost 30 cents, what will be the cost of six yards?

Take the following numbers and show how you would explain the operation of multiplication to a class just beginning: 468×35 . What is simple multiplication? compound? multiplication of common fractions? of decimal? Give an example involving division and multiplication of common fractions. Write 2000.; .002. Divide the smaller number by the larger. What is the interest of \$1, for 7 years, 7 months and 7 days. Give an example in Discount; one in Profit and Loss.

GEOGRAPHY.

Explain the use of latitude and longitude. What is the difference between a gulf and a bay? Draw the outlines of Rhode Island and Connecticut. Locate Providence; New Shoreham; New London; Bridgeport. Name three principal rivers of Maine; three cities; name three cities in Ohio; three in Tennessee. What is the leading enterprise of the New England States? Western? What State produces the greatest amount of coal? What are the principal products of Cuba? Of China? To what race do the natives of China belong? Bound Europe. Name five of its principal cities.

HISTORY.

What led the pilgrims to this country? How many years had it been discovered when they came? Who was the founder of Rhode Island? Name three of the principal wars in America since its discovery. What was the cause of each? When was the Constitution of the United States established?

SKUNKOCK.

BESIDES giving a quarter of a million to the Methodist centenary subscription, Daniel Drew, of New York, proposes to erect on his splendid estate on the Hudson river a magnificent theological seminary, which will cost not less than half a million.

HENRY BARNARD, LL. D., of Hartford, Connecticut, and well known for his eminent and successful devotion to the cause of education, has been elected President and Principal of St. John's College.

TEN scholarships have, during the past year been founded in Dartmouth College, with an income of \$70 each.

RESIDENT EDITORS' DEPARTMENT.

NATIONAL TEACHERS' ASSOCIATION.

The meeting of the NATIONAL TEACHERS' ASSOCIATION will be held at Indianapolis, in the State of Indiana, commencing on the 16th of August. Full programmes will be published in due time. All educational journals are requested to copy this notice.

J. P. WICKERSHAM, *President*.

JUSTICE CONQUERS.

The Legislature of Rhode Island, by a vote nearly unanimous, has abolished the system of caste schools, so long existing here, and by special enactment has opened the doors of every school-house in this City and State to every child, native or foreign born, white or colored.

A Republican State can be justly proud of its position, when it is able to throw off the shackles of prejudice and false pride, and assume the practice as well as advocacy of principles truly consistent with a free, liberal and Christian policy. This element of injustice has long enough found willing apologists and defenders. Too long have we, as a State, held closely to our bosoms and nursed as our own child, this offspring of slavery and barbarism. The argument of expediency has too long silenced the argument of absolute and eternal right. It has required a costly education to lead us to act justly towards the colored race at home. Costly as it has been, will it not prove invaluable if it leads our people as it ought, to an appreciation of the inalienable rights of man, as man, in a free community, be he white, red, or black; Saxon, Norman, Celt, or Gaul.

All honor to the Legislators of 1865 and 1866, who have thus nobly come up to the height of this great argument—concerning human freedom and equal rights. In the possession of equal advantages, we shall expect to see a healthy competition and generous rivalry in our schools, between those who have heretofore been separated by a dividing wall. Much care and wise discretion must be exercised by teachers in obviating difficulties, and adjusting the new relations of the school-room. Parents, too, must be wise, by teaching their children generosity, as well as justice and obedience to the Golden Rule.

With harmony and good-will firmly established, we can feel assured of a nearer approach to the realization of purely Democratic institutions. May He who controls the light give us a clearer vision to see and act in this grand and holy time, "worth ages of history."

A bill is before our State Legislature, which, if passed, will prove of great value in advancing the interests of our Public Schools. Hitherto the towns have been required, by law, to raise *one-half* as much money for school purposes, as they received from the apportionment of \$35,000 of the State fund. This new act pro-

poses that the towns shall raise an amount *equal* to that apportionment before receiving the State's money. A parsimonious policy, in education, is poor economy, and a wasting expense. *Good schools* are the *cheapest* things in the market. So are *good teachers*. *Poor schools* are the *dearest*, for they are not only a waste of money, but of much valuable time and life. The more money we have the better teachers we can secure, and as a consequence, we shall have better schools. Legislation in this direction is wise and liberal, and advances the best interests of the State.

Go on in the good work !

EDITOR OF THE SCHOOLMASTER :

SIR : — I observe in your last number (February) an extract from the *Mass. Teacher*, which will, unless corrected, convey a wrong impression in relation to the Public Schools of this city.

The expenditure of the city on account of the Reform School, for the year 1865, was \$3,502.70; *instead* of \$22,000, as stated in that extract, and I find by referring to the Auditor's reports, that the amount paid by the city for the support of said school has not exceeded, in any one year, \$10,000.

I should not have called your attention to the above, but I think such schools should have all the credit they are entitled to, and not be made to appear so expensive to the people.

CITY AUDITOR.

March, 1866.

We are happy to insert the above communication from the City Auditor, which gives a very different impression of the comparative amount paid for public schools and the Reform School. The whole amount paid by the State for the support of the Reform School, for the year 1865, was \$22,000, as stated by the *Mass. Teacher*, but nearly \$19,000 of that sum was received for the board and care of pupils from different parts of the State. We doubt if Massachusetts can show as small a percentage of children who are under the care of some reformatory institution, as is found in Rhode Island, and at so small public expense.

* * * * *

" Yes, struggle on, O teacher ! ne'er despair,
Though tedious be the path ; the future hour
May bring sweet flowrets from this stubborn soil,
Or should it not, thou hast laid up a gem
To add unto thy crown for thee prepared
In mansions ever blissful ; falter not."

We received the above from one of our lady subscribers, in addition to the *dollar*. If all our lady friends will favor us with as encouraging a thought for the true teacher, we shall be as thankful as for material aid.

THE Fifteenth Annual Report of the Providence Reform School is before us. The statistics represent this institution in a *flourishing* condition.

Whole number connected with the School, 216. Boys, 150; Girls, 66. Whole number of commitments since 1850, 1723. Five inmates have died and fifteen escaped, since its establishment. There has been no deaths for the past four years, and no escape for three years past. The sanitary condition of the pupils must be excellent, and the discipline most perfect, as seen by the last statement. 916 of these pupils have been sent to this school from Providence. The crime of theft has caused

the committal of 636; vagrancy, 262; Stubbornness and truancy, 225. During the past year 56 have been committed for theft; 24 of whom had stolen money. Average age of boys committed last year, 13 years; of girls, 15½ years. Average age of all the boys committed 13½ years; girls, 16½ years. 1057 of these pupils were born in Rhode Island and 210 in Ireland. American parentage, 762, Irish, 818. The expenses of the Institution last year were \$27,953 06. We hope ere long to be able to chronicle the passage of a Truancy law, that many more who are now in our streets, may be brought under the influence of this school, which is doing so much to rectify the morals of so many, and to save boys and girls to themselves, the community and the State.

TEACHERS' SALARIES.

Schedule of the Salaries of the Officers of the School Board, and Teachers of the Public Schools, of the City of Boston, with proposed increase, December, 1865.

Office or Grade.	Position or School.	Rates June, 1863.	Proposed Salary 1865.
Superintendent.....	Of all the Schools.....	2,800	4,000
Secretary	Of the School Board.....	1,000	1,500
Masters	Latin, High, and Normal.....	2,800	3,500
Submasters.....	Latin and High.....	2,000	2,500
Ushers.....	Latin and High.....	1,600	2,000
Masters	Grammar.....	2,000	2,500
Submasters.....	Grammar.....	1,600	2,000
Ushers.....	Grammar.....	1,000	1,500
Head Assistant.....	Normal.....	600	1,000
Assistant.....	Normal.....	500	800
Head Assistant.....	Grammar.....	500	800
Assistant.....	Grammar.....	450	600
Teacher	Primary.....	450	600
Sewing Teacher.....	1st Grade.....	350	500
Sewing Teacher.....	2d Grade.....	300	450
Sewing Teacher.....	3d Grade.....	225	350
Sewing Teacher.....	4th Grade.....	200	310
Sewing Teacher.....	5th Grade.....	175	275
French Teacher.....	Latin.....	450	500
French Teacher.....	Normal.....	450	500
German Teacher.....	Normal.....	450	500
Drawing Teacher	High.....	450	500
Drawing Teacher.....	Normal.....	850	1,000
Music Teacher.....	Normal.....	400	450
Music Teacher.....	Grammar.....	100	150
Music Teacher.....	Primary.....		2,000
Gymnastic Teacher.....	Of all the Schools.....		

PROVIDENCE SALARIES.

Superintendent Public Schools,	-	-	-	-	-	\$2000
Teachers of High School,	-	-	-	-	-	1600
Principals Grammar Schools,	-	-	-	-	-	1500
Assistants in Grammar Schools,	-	-	-	-	-	500
Principals Intermediate Schools,	-	-	-	-	-	425
Principals Primary Schools,	-	-	-	-	-	375
Assistants in Primary Schools,	-	-	-	-	-	352

THE Detroit Board of Education, having under consideration the necessity of increasing the compensation of teachers, have drawn up the following table of salaries paid by Western cities :

NAMES OF CITIES.	Average No. of Scholars. 1865.	No. of Teachers.	Average No. taught by every Teacher.	Average Salaries of Male Teachers.	Average Salaries of Female Teachers.	No. of Male Teachers.	No. of Female Teachers.
Cincinnati..	17,331	373	47	\$1,500	\$475	63	310
Cleveland..	5,288	113	47	1,200	465	15	98
Toledo.....	1,875	43	44	1,100	423	6	34
Chicago....	12,688	240	53	1,450	485	23	217
Louisville..	6,329	142	48	1,166	466	25	107
Detroit.....	5,431	86	*63	993	385	8	78

*Or 56 by throwing aside half of the half days.

This board has taken energetic measures to meet the demand for more room. New buildings are to be erected immediately. The School Library has received an addition of nearly four thousand volumes, and the schools generally are in a prosperous condition.

RAISING OF TEACHERS' SALARIES.—At a meeting of the School Committee last evening, it was voted to raise the salaries of the school teachers as follows :

A. K. Slade, of the High School, from \$1,300 to \$1,400 per annum ; Geo. W. Bronson of the Osborn street Grammar School from \$1,000 to \$1,325 ; Geo. W. Locke of the Anawan street, and Wm. R. Gordon of the High street Grammar School, each from \$1,100 to \$1,325. Miss Emily F. Canedy, Assistant in the High School, \$550 to \$625. The assistant teachers in the several Grammar Schools from \$320 to \$425. The Principals of the Intermediate Schools from \$330 to \$425. The Principals of the Primary Schools from \$325 to \$425. The Assistants in the Intermediate and Primary Schools to \$400.—*Fall River News*, Feb. 20, 1866.

THE salary of the State Superintendent of Public Schools in Pennsylvania is \$1800, and traveling expenses ; Deputy Superintendent, Messengers, Clerks, etc., \$6,500.

In Rhode Island our School Commissioner receives only \$1200, and he pays his own traveling expenses. Would not our State Legislature do a good act by raising the salary of the Commissioner to \$2000, and his expenses, and thus magnify the office ? So thinks THE RHODE ISLAND SCHOOLMASTER.

CHICAGO.—The highest salary paid to a female teacher, in Chicago, has been \$500. The city Board of Education favor a general advance of salaries.

TWENTY-FOURTH ANNUAL REPORT OF THE MINISTRY AT LARGE, IN THE CITY OF PROVIDENCE.—We copy from Dr. Bellows' address :

"I was surprised to hear that you had no truant law in effectual force here. I had heard a good deal of what is called "Rhode Island spirit," but I do not suppose it to mean that every man should be permitted to do whatever he pleases, whether right or not. You have no right to bring your children up in ignorance, to bring them up rogues and thieves ; you have no right to make them nuisances and perils in the community in which they live. The State has a right to demand that no ignorant person shall grow up to poison the air he breathes with pestilence, as the fruit of ignorance ; because he tramples on others' rights, and we have no rights which are wrong to

other people. We must therefore limit our conceptions of liberty by conceptions of public duty. Individuals? We are not individuals except in a very limited sense. Society is a corporate body. An institution like this is a corporate body, and has its members, its arms, its feet, its hands. While you consider each individual in his individual capacity, you must also consider him in his corporate capacity, as a member of the community. The eye, the ear or the foot, has no right to set up for itself. Fortunately the physical faculties cannot, and the spiritual faculties must not. The greatest of all charities is that which educates men. Your public schools, your common schools, are the fundamental charity in this community. Support, uphold them. Be not afraid of over educating those who come to them. Do not think as some do think, I believe, that we are in danger of over-educating and making uncomfortable the poorer class of our population. That is a foreign notion, and rests upon the superficial idea that there is a kind of hierarchy here. There is no stratification of society here. The poor are the granite, which, while it forms the basis on which all rests, drops out through the other strata, and in the mountain's summit overtops the whole. The examples of Abraham Lincoln and Andrew Johnson should drive from our minds all fear of over-educating the people. No; let us get out of men all that the hydrostatic press of popular education can. Let us search for the jewels; let us look out in those richest of all mines, the human soul, for those splendid gifts and capacities which turn out the inventors, the poets, the statesmen of the communities that are so fortunate as to possess them."

A WORD EDITORIALY AS TO INSTITUTES.

We have received letters from various friends of education in different parts of the State, with reference to holding Institutes in their vicinity. The number of Institutes during the year, and the time and place of holding them, are determined by the Executive Committee of the R. I. Institute of Instruction. This Committee have as yet held no meeting with reference to the Institutes for the ensuing year. That meeting will be held in May. All parties desiring Institutes to be held in their section of the State, are requested to make known their wishes to the President of the Institute, and these applications will be acted on at that meeting of the Board. It seems desirable that at least one Institute should be held in each county during the year, beside the Annual Meeting at Providence in January.

Several applications are on file with the President, with reference to sessions of the Institute for the coming year. There is room for more.

Our friend Gallup, of Washington village, has *galloped* away from that place to Elmwood, where he proposes to halt. His new friends here will soon learn why the Washington people were so unwilling to part with him. We congratulate our friends in Elmwood on their choice, and hope they will pay Mr. Gallup what he is worth — a good salary.

REV. J. P. CROWN, of England, who spent the last summer in this country, gave a lecture in Exeter Hall, London, November 2d, on America, in which he said: "As to education, it was a striking feature of their country. There was no doubt that in this matter they were far in advance of us. Their system was one of the most wonderful schemes he could conceive of. It employed some of the noblest buildings in the New World, and all were open to the poorest boy in the land, who might sit side by side with the son of the President. Throughout the States they could not find half a dozen log huts without a school."

OUR BOOK TABLE.

SPENCERIAN KEY TO PRACTICAL PENMANSHIP. By H. C. Spencer.

Perhaps no man has ever taken a higher position in the art of writing than he whose name is given to a system of Penmanship which is not surpassed, if equalled, by any system adopted in this country. Pratt R. Spencer, was, in many respects, a man without an equal. His keen perception of the beautiful in nature, his delicate organization, and his enthusiasm in whatever he became interested, all combined to make him successful in his chosen art. In his youth, he had to struggle with poverty, but his determined and energetic nature overcame every obstacle and enabled him to bring out a system of writing which is a greater monument to his memory than can be chiseled on marble. The Publishers of his system have offered a tribute to his memory in the Key to his Penmanship which tens of thousands whose first thought of the beautiful in *lines* and *curves* was elicited by seeing him trace them, or by attempting to imitate what his hand had traced. We have read again and again the Key before us, and the more we peruse it, the more do we admire the genius that has so beautifully and completely developed the whole subject of Penmanship. It contains a full analysis of all the letters in every form in which they are made, and points out to the teacher how to correct the errors in their formation. A great variety of styles in making capital letters is given, and all explained in a clear and concise manner. An Appendix, containing a lecture on Chirography, by Prof. Spencer, is added. The lecture gives a graphic account of the early history of the art. The Key contains about 200 pages, printed and bound in a style which does great credit to the enterprising publishers, Messrs. Ivison, Phinney & Co., of New York.

AN EXPLANATORY AND PRONOUNCING DICTIONARY OF THE NOTED NAMES OF FICTION ; including also familiar pseudonyms, sur names bestowed on eminent men, and analogous popular appellations often referred to in literature and conversation. By William a Wheeler, Boston. Ticknor and Fields.

Some men are appointed to do a special work, and the world must wait patiently until they appear. Scholars and readers generally, have long felt the want of such a work as the one before us, in which should be gathered, as far as may be, those fugitive and scattered patronymics, sobriquets, and mythological names which are so frequently found in our literature. Mr. Wheeler has given to these a local habitation with their genealogy and early history, for which he will receive the thanks of all the friends of learning. We would recommend the readers of the Schoolmaster to place this book on their desks at the earliest opportunity.

OUR YOUNG FOLKS.—The April number of this truly wonderful Magazine has been received. The little folks are greatly indebted to Messrs. Ticknor & Fields for publishing so interesting a monthly for their perusal. Every article in the April number contains a moral for our youth to treasure up for future use. "The Four Seasons" presents the great outlines of Botany in so interesting a style, that the young are led to find in nature illustrative of the principles brought out by the writer. When every child in this country becomes a reader of *Our Young Folks*, we shall cease to commend it, and we hope not till then.

In the *Atlantic Monthly* for April will be found several articles of particular interest. The first article is an account of the last days of the venerable poet, Walter Savage Landor, by one who knew him intimately, and is the first of a series of articles giving glimpses of the old man of Florence during the year 1859, '60, and '61. Passages from Hawthorne's Note-Book are continued. John Foster Kirk, author of "Charles the Bold," contributes an essay on Sainte-Beuve, editor of the *Revue des Deux Mondes*, and one of the prominent literary men of France at the present time. Under the title of "A Struggle for Shelter," Miss C. P. Hawes discusses the tribulations which beset all who are so unfortunate as to live in these times of high prices. Rev. G. Reynolds, in a paper of remarkable power, sets forth the causes which impelled the recent outbreak in Jamaica, and vividly describes the horrible massacres which followed. Mrs. Stowe, from her Chimney Corner, discourses on the proprieties of dress. On the political situation, the *Atlantic* has also a word to say, and a paper of no little pungency, discusses the issue between Congress and the President. For light reading, it offers the continuation of Doctor Johns and Griffith Gaunt, and Madame Waldborough's Carriage, by J. T. Trowbridge. Longfellow, Holmes, and Leland, furnish poems of characteristic excellence. The number contains sixteen extra pages. Ticknor & Fields, Publishers.

HOURS AT HOME.—The April number of this popular religious monthly closes the second volume, and the May number commences the third volume. We have witnessed with pleasure the steady and firm position that this magazine has taken, on all subjects which have agitated the public mind, and believe its influence has been always for good. The great social questions of the times have been handled in the true spirit of reform, and the leading publications of the day have been carefully examined, and their tendency noted. The contents of *Hours at Home*, without being exclusively religious, are pervaded by a high moral tone, making it truly the magazine for our homes. Among its contributors are many of the ablest writers of our country. The late lamented Dr. Wayland was deeply interested in the success of it, and was a contributor to its pages. Edited by J. M. Sherwood, and published by Charles Scribner & Co., 124 Grand Street, New York.

MORE VALUABLE THAN TREASURY NOTES.—How that old cynic, Sam Johnson, would have revelled through Webster's massive new Unabridged! How he would have gloated over its magnificent letter-press and its illustrations, beautiful as new Treasury Notes, and *much more valuable* to the student. The Merriams have incurred a fabulous expense in having the whole work rewritten, reset, recast, and republished. It is not a mere revision, but a reconstruction. To insure excellence in typography, it comes from the Riverside Press, which is all that need be said about its mechanical execution. It is a marvellous specimen of learning, labor, research, and taste. It is by far the greatest literary work of the age.—*Baltimore American*.

THE California Teacher contains articles on "Course of Study for Ungraded Schools;" "Public Schools and Taxation;" "State Agricultural College;" "The Typical Flower." This is an able journal. Does every California teacher subscribe for it? All ought to. We greet and read it with delight.

REPORT OF SUPT. OF PUBLIC INSTRUCTION OF KANSAS. This young State is doing well in the good cause. We welcome this co-worker to the company of educators who are to carry our banners onward and westward.

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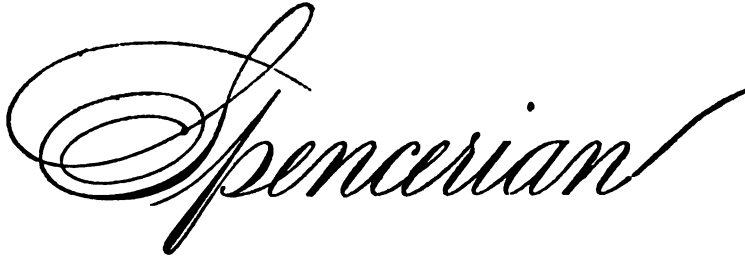
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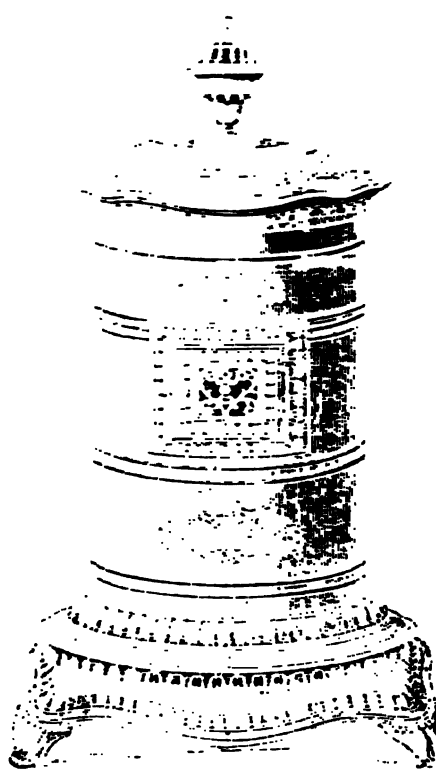
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THE
RHODE ISLAND SCHOOLMASTER.
MAY, 1866.

VOLUME XII.]

J. B. CHAPIN, EDITOR FOR THIS MONTH.

[NUMBER V.

STYLE.

There is a little French phrase often quoted, which says that style is the man ; *le style c'est l'homme*. There is a great deal of truth in this very brief expression. Of course it is understood that the word style here refers to an intellectual and moral quality. It is at the same time obvious, that the mode adopted in adorning the person also indicates, in a degree, the character of the man. But in this article we only wish to say a word upon the importance of giving attention to expression. Particularly in our country, where even educated people are so apt to fall into a habit of carelessness in the use of language, is there need of frequent warning to those whose habits are forming, to be constantly on their guard. It is impossible for one holding the office of instructor, to be too careful in watching the language of the learner, or to be too emphatic in urging him to make effort to acquire a clear, correct, and graceful mode of expression. To speak grammatically, is not enough ; there should be untiring endeavor to get rid of all provincial and hackneyed phrases, without grace or force, and to acquire agreeable intonations of the voice. Our hurrying American life, leads us to neglect the cultivation of habits of carefulness and attention. Thoroughness is not so much as it should be, a quality of our national character. We do not make so much effort as we should to rise above the wearisome level of mediocrity, to which democratic communities, in their infancy, are apt to fall. The language we use is too often as untidy as our ill-trimmed

hair and whiskers. We find examples enough of this if we listen to the language of a crowd, or look into an illustrated, or any other kind of newspaper.

We vulgarly "guess," and "guess," and "guess," until all people of any taste are weary. When we should *think*, and *believe*, and *know*, we "guess" and "guess," until there seems to be danger that our national vocabulary will, at last, be reduced to a single word. Even our science, as Emerson so well says, is often but a lucky "guess." Let us make an effort to break up such a childish habit, and use words which have beauty as well as meaning. We are trying to build up on this continent a great nation, and every American is a representative man. At home or abroad there is a national dignity, which we are called upon to sustain. That dignity depends a great deal more upon the language we use, than upon the style of the hat that we wear, or the cut of our clothes; however much we may magnify the importance of these. If we speak no language but our native tongue, let us use that not only free from vulgar errors, but with purity and simple elegance. It is no doubt true, that we cannot really know our own language, or have an intelligent understanding of what language means, until we have obtained some knowledge of one or two foreign tongues. The value of such discipline we cannot easily over-estimate. We came by our own language, we do not know how. We got it with our first nourishment, as we have the blood in our veins, and the marrow in our bones. The foundation was laid without any process of philosophic thought. Thus how many childish defects are we called upon in later years to correct. And how much we are aided in our work of purification by the study of foreign languages, and the scientific analysis of our own. Let us have sufficient strength and persistency not to be corrupted by the false examples everywhere around us. If we see "balance," (balance of the day,) and "quite," (quite a house,) and scores of other words, every day incorrectly used in the newspapers, let us be on our guard, and not give way to such ridiculous faults. We must learn to be critics of each other, and try to bear with what patience we may, the suggestions of those who remind us of our colloquial faults. We shall be less and less annoyed by what foreigners say of us, in proportion as we become severe and thorough critics ourselves.

We are called to play a conspicuous part in the great theatre of the world. We must be prepared to acquit ourselves with dignity, if we

would win the applause of the nations, as we become more and more the objects of attention among intelligent spectators. We are indeed to be judged by the morality of our actions, but we are also to make an impression, and gain influence, by the civility of our manners, with which language is so intimately connected. Let us not, then, be afraid of putting too much emphasis upon the importance of a good style; whether we watch the progress of our own self-discipline, or assist in the cultivation of others.

J.

 THE MUSIC OF CHILDHOOD.

[THE following song will be recognized as from the graceful pen of our mutual friend, Hon. WILLIAM M. RODMAN.]

"A song for THE SCHOOLMASTER!" a curious thing
 For an outside quill-driver to think of, or sing;
 For what do we know of scholarlike themes,
 Of fountains Castalian, or muse circled streams?
 Our books are all blanks, and metallic our pens,
 And our brains are but "ant hills of units and tens."
 Then where is the hour, aye, where is the minute,
 To write a whole song, much more to begin it?
 I ask you now, Doctor,* and earnestly pray,
 As one quite bewildered, to show me the way.
 Then if you'll but pilot my spirit along,
 Through the gloom of per cent., to the sun slopes of song,
 I will waken again my long silent lyre,
 And give to the wild winds the dust on each wire;
 And sing for THE SCHOOLMASTER, or any thing seen,
 Be it *Harper*, *Atlantic*, or *Youth's Magazine*,
 And the chime of my song shall as frolicsome be,
 As the rolic of childhood when school is set free;
 When just like a Lyric, full chorus'd and strong,
 Its shoutings umeasured all blend into song.
 The wild song of childhood—how sweet is its strain,
 How glad its shrill cadence, how blithe its refrain,
 How it leaps, how it dances, how exultant its chime,
 How defiant of art, how regardless of time!
 And yet though unmindful of letter and rule,
 How much sweeter it is, than songs of the school.
 Like the carol of birds 'mid the laurels of June,
 It breaks on the ear at the glad hour of noon,
 When out on the lawn, and from study let free,

It bursts in full chorus, like waves of the sea ;
 And just like those waves, rayed in opals and pearls,
 Glad dancing 'neath sunbeams, in eddies and swirls,
 It flashes around wild waltzing in light,
 With no thought of its beauty, or dream of the night !
 Sing on then glad childhood, regardless of rule,
 And fling to the winds the dull dogmas of school ;
 Let your teachers of song from the forest be brought ;
 The refrains of your carols from echoes be caught ;
 Let the lark and the robin and bobolink be
 Your leaders of song in your frolicsome glee,
 And keep your young hearts forever in tune,
 With the warble of morn, with the drone of the noon ;
 With the sweet vesper notes of the bird on her nest,
 When her twitterings soft lull her fledglings to rest ;
 With the hush of the twilight, when shadowings dim
 Fall soft o'er the earth, like a seraphim's hymn ;
 When the mantle of day is curtained from sight,
 And stars gem the vesture which circles the night ;
 With the pulsings of silence, with the chorus of mirth,
 Let it ceaselessly blend with the discords of earth,
 And thus carolling on, unto you shall be given
 The key notes divine to the anthems of heaven.

Eleven o'clock P. M., March 29, 1866.

ON COOKING GAME.

What a marvellous power has the Wise Man of condensing into a few apt words a comprehensive moral truth. Not a few of his aphorisms sound like riddles rather than precepts. What possible instruction, for instance, could he have hoped to convey by such a statement as this,—“The slothful man roasteth not that which he took in hunting?” How do *hunting* and *roasting* bear upon the general conduct of life. Or if his object was to condemn *slothfulness*, why is failure to cook game more disgraceful than any other fruit of indolence? Why should not that laziness which hinders one from *roasting* what he *took in hunting* prevent his hunting as well? On reflection the true solution flashes upon our minds. *A man who may have striven after something with zeal, while excitement and enthusiasm*

* Doct. CHAPIN, our Commissioner of Public Schools.

carried him along, may still lack the patience afterwards to extract from it the advantage making it worth striving for.

How vividly is this truth set forth under the figure of a tired sportsman bringing in his game and throwing it aside, too slothful to cook it. With what a bound he sprang from his bed, in the morning, to engage in his favorite sport. How blithe his step as he entered the forest with the crimsoning dawn just gleaming through the leaves. How steadily he made his way through tangled underbrush, over fallen trees, across quaking bogs and up tiresome cliffs to the covert of wild beast and bird. How patiently he waited for sight of game, while the sun rode high in the heavens. At last there is a rustling. He strains his ear. He is all eyes. Not a limb does he move, and scarcely does he breathe for fear of giving alarm. Now his hunter's instinct bids him hesitate no longer. Noiselessly he draws back the bow-string, deliberately he takes his aim, and unerringly the arrow whistles home to the victim's breast. Now comes the excitement of the chase. There is not an instant to waste. Swiftly the hunter pursues without a thought of fatigue. Superhuman energy seems to tremble through every nerve. Each sense takes on an unwonted delicacy as he rushes on like the wind. There are sounds of insects in the air which his dull ear never heard before. The wild flowers of the wood send up a strange fragrance to his nostrils, such as he might live years in a less awakened state, without smelling. At last, with miles left behind in his headlong course, he gains upon his victim and the poor animal sinks fainting on the ground, its mild, accusing eye turned on its foe.

Thus through the livelong day the sportsman plies his fascinating craft, unconscious of weariness. But, when the lengthening shadows warn him of the approach of evening, he gathers up his spoils and turns homeward. From his shoulder hangs the graceful fawn, its golden blood lacing its silken skin. In his hand are the partridge, with ruffled feathers and hanging head and sealed eye, and the rabbit with velvet foot. Bending under this dear-bought burden, with plodding steps, the hunter gropes his way through the thickening gloom to his camp. *Now comes the true struggle of the day.* Shall I dress and cook my game before retiring to rest? he asks himself? Or shall I cast it aside and sup upon hard bread requiring no effort for its preparation? Out on the mountain when the sun was high and he saw his prey on the distant cliff, he had no such doubt as this. Excite-

ment then gave him resolution and he climbed without hesitation the wearisome steep. But now his decision deserts him. He sinks to sleep, hungry, almost supperless, not deriving the smallest benefit from the game he has spent the whole day in winning. "The slothful man roasteth not that which he took in hunting."

Is not this a principle, reader, which we observe extending into almost every relation and pursuit of life? Do we not notice many men spending their energies for some end, which, through lack of patience and diligence, they fail to enjoy when gained? Look back a few years and see what you were then aiming at, as your chief desire. Was it fitness for some profession,—a certain position in society,—establishment in a particular business,—or the acquirement of some piece of property? In all probability, if then you really and heartily sought that object, you are to-day in possession of it, or of something still better. Nine times in ten persistent effort is rewarded by gaining what it seeks. But do you enjoy it as you thought you should do? Now the enthusiasm and the zeal of the quest are over, do you have patience enough to make the most of what you gathered up all your energies to win?

[Take, for example, the man who has secured a competency. He did not spare himself in gaining it. It is the fruit of years of laborious devotion to business. He passed numberless hours at his ledger, until the energy of his brain seemed to run out through the point of his pen, and spread itself over the densely filled folio. He hastened hither and thither with tireless feet to buy and sell. He allowed his mind no rest from thinking, and planning, and calculating. He carried his schemes home to his fireside, and revolved them over and over upon his bed, and the burden of his dreams was *profit and loss*. Now, this commendable toil has been rewarded. He can command a fair share of all that money can buy. But does he "roast what he took in hunting?" Does he now devote himself as unreservedly to the enjoyment of his gains as he did to gaining them? Does he fill his house with books, and perseveringly set apart time each day to reading them? Perhaps it was one of his favorite schemes, when he should be rich to do a great deal for the poor. Perhaps he thought he would build for them a whole village of model cottages, where they might live in comfort and cleanliness at a moderate rent. But has he decision enough to rear a single one, now it is in his power? When I see men who have gained large means by unremitting toil,

I cannot, in many cases, help asking what good it has all amounted to. Half the energy and the shrewdness, displayed in its acquisition, would wring from it the immense advantages which make wealth so desirable.

But now the enthusiasm of the pursuit is gone, and they either settle down into a state of animal indulgence, or hoard their gains for their own sake. They have taken rare game in their hunting, but have not the patience to roast it, and spread the savory viands upon the board, and feast their souls before they slumber. How cheering is it, on the contrary, to see some rich men truly making the most of their wealth,—George Peabody, of whose New England birth we may well be proud, building model lodging houses for the poor of London, on a scale grand enough to awaken the gratitude of a Queen. Peter Cooper, pouring out vast means for the education and the culture of the working classes of New York,—and William Aspinwall, collecting a charming gallery of paintings for his own gratification, and for that of multitudes whom he freely admits to enjoy it.]

One of the great aims with which many young persons are animated is the gaining of a good education. To this object, the brightest and most beautiful years of their lives are devoted. How much innocent pleasure, how many pastimes, how much entertaining reading do they deny themselves, to attain proficiency in study. The daylight hours are not enough to satisfy them. They rise before the dawn. They burn the lamp far into the night. Perchance the flush of health fades from their faces,—they know the grinding agony of a wearied brain,—they lose the elasticity of youth. But they gain their end. Emulation and enthusiasm have carried them through. They graduate from the high-school or the college with honor,—and what then? Too often this is practically the only fruit of all their application. They have hunted noble game with ardor, but scarcely think of *roasting* it. Hardly the least conception have they how they can make their elementary training the foundation of a full, round, life-long culture. Too many scholars on leaving school cease studying altogether. They never take down their Cicero, or their Virgil, their Horace or their Homer, to complete, as a scholarly treat, the perusal of what they began in school as a task.

You, reader, who have, in your youth, expended much time in the acquirement of learning, ask yourself what it has amounted to. Have you added anything, since then, to your knowledge of natural science,

of the languages, or of history? Do you, indeed, have as good a command of those subjects now as then? When you think of the perseverance with which you toiled up the steep of elementary knowledge, do you feel as if you were *roasting* what you then "took in hunting?"

It has almost become a proverb that those who gain the head of college classes, soon afterwards often sink into obscurity. They have spent all their energy on the *hunting*. They have no more power or skill to apply and enlarge their acquisitions, than had King Solomon's sportsman to roast his hard-earned game.

WHAT SHOULD A CHILD READ?—It seems to me that a child should never be made to read what it does not understand, and it will understand but little of which it cannot form to itself a representative image. No matter how polished the style, how brilliant the imagery, or how lucid the argument, if a child does not understand it, his mind suffers a positive injury. Children thus acquire the habit of dissociating thought from reading; a habit, so long as it exists, almost fatal to progress. I have myself a sort of dreamy recollection of the change that came over me, when, somehow or other, I made the discovery that what I read in a book was really the same as if some one had said it to me. I very well remember when, several years older, I used to read in my class Murray's English Reader over and over again, from beginning to end, how perfectly unmeaning to me was every part of it except the "Narrative pieces." I remember how difficult it was to avoid censure in the matter of emphasis, pause, and inflection, when I did not associate a single idea with the words which I uttered. It is, perhaps, on this account that children brought up at home, and left to read whatever they choose, are frequently fonder of reading than those who are obliged to read compulsory lessons in school. It, however, gives me great pleasure to add that, in these respects, our reading books are vastly better than they were when I was a boy.

But the error which I would here correct is much more extensive in its practical effects. So far as I see, in the course of instruction marked out for young persons, but little respect is paid to the pro-

gressive development of the human faculties. A certain amount of time is allotted to education, and the earlier the age within which this period is passed over, the better, and the greater the number of studies that can be crowded into it, the more satisfactory is supposed to be the result. If a pupil can be made to repeat the text-book correctly, it is all that is demanded. Hence we see in the course of study for mere children, subjects which can only be comprehended by the mind at the period of manhood. The result is unhappy. The pupil leaves school, as it is said, thoroughly educated, but utterly disgusted with the studies which he has pursued, and resolved hereafter never to look at them again; a resolution to which he frequently adheres with marvellous pertinacity. But this evil is confined to no grade of schools. It exists, if I mistake not, in our more advanced seminaries of learning. Many of our pupils are employed in studies which they cannot understand, and in which, of course, they can find no pleasure. I know very well that I read Cicero's Orations ten years before I could understand an oration of Burke. I read Tacitus long before I could comprehend Hume; and Horace when I had no power of appreciating Burns. I had finished my course in rhetoric some years before I had any distinct conception of beauty of style; and long after I had gone through Stewart, I should have been puzzled to distinguish between perception and conception. I presume that now we are doing better, but I should not be surprised if there were found many now studying the Greek tragedies, who can see no beauty in Shakespeare, and poring over the "Oration on the Crown," who would think it a task to read an oration of Webster.—DR. WAYLAND.

LIFE'S HAPPIEST PERIOD.—There is no pleasure that I have experienced like a child's midsummer holyday: the time, I mean, when two or three of us used to go away up the brook, and take our dinners with us, and come home at night tired, dirty, happy, scratched beyond recognition, with a great nosegay, three little trout, and one shoe, the other having been used for a boat, till it had gone down with all hands out of sounding. How poor our Derby-days, our Greenwich dinners, our evening parties, where there are plenty of

nice girls, after that ! Depend upon it, a man never experiences such pleasures or griefs after fourteen as he does before, unless, in some cases, in his first love-making, when the sensation is new to him.—
CHARLES KINGSLEY.

PHYSICAL EDUCATION.

THIRTY thousand clergymen, from as many pulpits, advocate the claims of the conscience and the soul. A hundred thousand teachers are busied throughout the length and breadth of the land in training the intellect, while a man could almost count on his fingers the number of those engaged in training the body. The intellectual training which the masses receive, is the highest glory of American education. If I wanted a stranger to believe that the Millennium was not far off, I would take him to some of those grand Ward Schools in New York, where able heads are trained by the thousand. When I myself entered them, I was literally astonished. When I looked at the teachers who instructed that throng of young souls, I could not help saying to myself, Ah ! dear friends, it would do you good to know what I feel just now. I can feel the very blessing of God descending on your labors, just as if I could see it with mine eyes. What piety has been at work here, in the construction of this colossal system of education ! What inspired energy was needed to work it out ! What charity is necessary to carry it on ! Many a teacher saw I there, unknown, may-be, to all the world, carrying on her work with noble zeal and earnestness, to whom the quick young brains around bore abundant testimony. When I saw them, I blessed them in my heart, I magnified mine office, and said to myself, I, too, am a teacher.

I spent four or five days doing little else than going through these truly wonderful schools. I stayed more than three hours in one of them, wondering at all I saw, admiring the stately order, the unbroken discipline of the whole arrangements, and the wonderful quickness and intelligence of the scholars. That same evening I went to see a friend, whose daughter, a child of thirteen, was at one of the ward schools. I examined her in algebra, and found that the little

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girl of thirteen could hold her own with many of a larger growth. Did she go to school to-day? asked I. No, was the answer, she has not been for some time, as she was beginning to get quite a serious curvature of the spine, so now she goes regularly to a gymnastic doctor.

I almost feel ashamed to criticize such noble institutions as the schools of New York; but truth compels me to do this. Hitherto, nothing whatever has been done to train the bodies of the tens of thousands who are educated there. All that is done is, excellent, is wonderful, but fearful drawbacks come into play, in the shape of physical weakness, and positive mal-formation of body.

The only remedy which can be devised, I think, in a crowded city like New York, where it is impossible to get open ground, is to have large gymnasiums attached to every ward school, and daily exercise therein should form an essential part of the education there. The importance of this to New York cannot be estimated, and I heard with joy, that a gymnasium was established in at least one of the ward schools, and I found out that the teachers of others were alive to this most crying need. I read too, with very great pleasure, that a Mr. Sedgwick of New York was appointed to deliver a lecture on the importance of physical education, at the next meeting of the Teachers Association, in the State; and indeed every one begins to feel that something must be done, and that quickly. Miss Beecher's book enlightened most people on this subject, and reform is already inaugurated. It is well that it is so, or the race would dwindle away before our very eyes. Listen to some serio-comic verse upon this subject, taken out of your Lecturer's portfolio. It is an address to America, dictated by an ancient sage :—

“ Oh ! latest born of time, the wise man said,
A mighty destiny surrounds thy head ;
Great is thy mission, but thy puny son
Lacks strength to finish what the sires begun ;
The hapless daughters breathe the poison'd air,
Fair they may be, but fragile more than fair ;
They know not, doom'd ones, that the air of heaven,
For breathing purposes to man was given ;
They know not half the things which life requires,
But melt their lives away where stoves and fires,
And furnace issuing from the realms beneath,
Distills through parlor floors its poisonous breath.
Sooner or later must the slighted air

And exercise take vengeance on the fair.
Ah ! one by one I see them fade and fall,
Both old and young, fair, dark or short or tall,
Till one stupendous ruin wraps them all.'

One can sometimes, in a smiling way, give utterance to truths which seem hard and stern when spoken in grim earnest. Let us see whether we cannot find some allegory to represent what we mean.

Some time ago, I read a tale which related that a certain gentleman was, once on a time, digging a deep hole in his garden. He had, as I myself had in my younger days, a perfect passion for digging holes, for the mere pleasure of doing it; but the hole which he was now digging was by far the deepest which he had ever attempted. At last he became perfectly fascinated, carried away by his pursuit, and actually had his dinner let down to him by a bucket. Well, he dug on late and early, when just as he was plunging in his spade, with great energy for a new dig, he penetrated right through, and fell down, down to the centre of the earth.

To his astonishment he landed upon the top of a coach which was passing at the time, and soon found himself perfectly at home, and began to enter into conversation with the passenger opposite to him, a very gentlemanly looking man enveloped entirely in a black cloak. He soon found out that the country into which his lot had fallen was a very strange one. Its peculiarities were thus stated by his gentlemanly fellow-passenger. "Ours, Sir," said he, "is called the country of Skitzlanders. All the Skitzlanders are born with all their limbs and features perfect; but when they arrive at a certain age, all their limbs and features which have not been used drop off, leaving only the bones behind. It is rather dark this evening, or you would have seen this more plainly. Look forward there at our coachman, he consists simply of a stomach and hands, these being the only things he has ever used. These two whom you see chatting together are brothers in misfortune; one is a clergyman, the other a lawyer; they have neither of them got any legs at all, though each of them possesses a finely developed understanding; and you cannot help remarking what a massive jaw the lawyer has got. Yonder is Mr.——, the celebrated millionaire, he is just raising his hat; you see he has lost all the top part of his head, indeed he has little of his head left, except the bump of acquisitiveness and the faculty of arithmetical calculation. There are two ladies, members of the fashion-

able world, their case is very pitiable, they consist of nothing whatever but a pair of eyes and a bundle of nerves. There are two members of the mercantile world, they are munching some sandwiches, you see, but it is merely for the sake of keeping up appearances; as I can assure you, from my own personal knowledge, that they have no digestive organs whatever. As for myself, I am a schoolmaster. I have been a hard student all my life, at school and at college, and moreover I have a natural sympathy with my fellow-men, and so I am blessed with a brain and heart entire. But see here." And he lifted up his cloak, and low! underneath, a skeleton, save just here! "See, here are the limbs I never used, and therefore they have deserted me. All the solace I now have consists in teaching the young children to avoid a similar doom. I sometimes show them what I have shown you. I labored hard to convince them that most assuredly the same misfortune will befall them which has happened to me and to all the grown-up inhabitants; but even then, I grieve to say, I cannot always succeed. Many believe that they will be lucky enough to escape, and some of the grown-up inhabitants pad themselves, and so cheat the poor children into the belief that they are all right, though all the elder ones know better. You will now perceive the reason why all the gentlemen you see wear such tight pantaloons, they pretend that it is fashionable, but in reality it is in order to prevent their false legs from tumbling out. Surely my case is miserable enough; my only hope consists in the idea of educating the rising generation to do better. No doubt it is easy to persuade them to do so in the country from which you come, but I assure you," added he with a heartfelt sigh, "that it is sometimes very hard to do so here. Nearly all of us, then, have lost something of our bodies. Some have no head, some no legs, some no heart, and so on; the less a man has lost, the higher he ranks in the social scale; and our Aristocracy, the governing body, consists of the few individuals who have used all their faculties, and therefore now possess them all."

At this moment a dreadful earthquake broke out, and an extempore volcano shot the gentleman who had listened to this interesting narration right up to the crust of the earth again, and by a strange and fortunate chance shot him up into the very hole which he had been digging, and he discovered himself lying down at the bottom of the hole, feeling just as if he had awaked from a dream; and to his

surprise, heard distinctly the voice of his wife crying out from the top, "Come, come, dear, you're very late, and supper is getting quite cold!"

The name of the country of Skitzland translated into the vulgar tongue is the planet earth, and America is one of the portions thereof. If we were to look round in a circuit of a hundred miles, how many of the Skitzland aristocracy should we find, think you? What a dropping off of limbs and features there would be, if the letter of the law of Skitzland were carried out! But it is absolutely certain that this is in effect the law of nature, which does not act, it is true, all in a moment; but which slowly and truly tends to this. The Hindoo ties up an arm, for years together, as a penance, thinking thereby he does Brahma service; the limb with fatal sureness withers away, and rots. The prisoner in solitary confinement has his mind and faculties bound, fettered and tied, and by a law as fixed as that which keeps the stars in their places, the said prisoner's mind grows weaker, feebler, less sane, day by day. School children are confined six long hours in a close school-room, sitting in one unvarying posture, their lungs breathing corrupted air, no single limb moving as it ought to move, not the faintest shadow of attention being paid to the heart, lungs, digestive organs, legs or arms, all these being bound down, and tied as it were; and so, by the stern edict of heaven, which, when man was placed upon earth, decreed that the faculties unused should weaken and fail, we see around us thousands of unhealthy children whose brains are developed at the expense of their bodies; the ultimate consequence of which will be, deterioration of brain as well as body.—S. N. CALTHROP.

VENTILATION.—What Beecher says about imperfect ventilation in our public halls, is quite as applicable to the public school houses. It is sending scores of teachers, and hundreds of pupils to their graves:

"There is hardly anything so poisonous as air that has been breathed, and the exhalations through the skin of the bodies of men. In an audience room like this all the air will be breathed up in ten minutes, and then it is unfit to be breathed again. But you sit here and breathe each other up three or four times in the course of the

lecture. Catching cold is not half so much the result of drafts as the condition of the system, brought about by breathing impure air. A man that lives and breathes out of doors never gets cold. He may sleep out of doors on the damp ground without catching cold, while the person whose system is clogged up by impure air from rooms, will catch cold. The reason is not pure air, but the want of it. There is another thing I feel interested in. I never knew an audience to get dull and sleepy from bad air, who did not think the sermon got stupid about that time. If I was King I would hang every architect in the country. I think they are the nuisances of society, on that one thing. I would theoretically, although I might let off each one individually. They know that men must breathe. I do not believe there is a man so ignorant among the Choctaws as not to know that fact. But the architects set their faces against it, whenever they build lecture rooms and halls for crowds of people. I do not know six well ventilated rooms in the country and I have spoken in most all of them. They are charged and charged with it. One would suppose the first thing an architect would think of would be not where shall the people sit down, but how shall they subsist. Sometimes one of their halls burns down, thank God! An architect builds another, he builds it as if it were a ship going to sea and corks it up in every seam. That burns down and the public wishes the architect might have been burned in it. And then he builds a third tighter than the second. If there is a place where the air can get out, there is no place where it can come in. Many men seem to think they have nothing to do but make a hole in the ceiling, and that by some special providence of God the air will go out itself. I am thoroughly indignant at the way in which people are treated on this subject of air. If I were worth a million of dollars I would endow a professorship of fresh air in every college. If gentlemen who have that amount of money to bequeath do not believe me, let them try it."

THE TEACHER'S OCCUPATION.—"Have you ever thought what that man is doing who teaches children? You go into the workshop of the wheelwright: he is making wheels and shafts, and you say he is a useful man. You enter the house of a weaver, who is making

cloth, and you say he is a valuable man. You visit the blacksmith's shop, where you find him making pickaxes, hammers, and plowshares, and you say this man is essential. You salute these skillful laborers. You enter the house of the schoolmaster: salute him more profoundly. Do you know what he is doing? He is manufacturing MEN."

A BEAUTIFUL ILLUSTRATION.—If one should give me a dish of sand and tell me there were particles of iron in it, I might look for them with my eyes, and search for them with my clumsy fingers, and be unable to detect them; but let me take a magnet and sweep through it, and how would it draw to itself the most invisible particles, by the mere power of attraction. The unthankful heart, like my fingers in the sand, discovers no mercies; but let the thankful heart sweep through the day, and, as the magnet finds the iron, so it will find, in every hour, some heavenly blessings, only the iron in God's sand is gold.—O. W. HOLMES.

MILITARY DRILL IN SCHOOL.

The discussion of this very important subject is well considered in the correspondence which we subjoin. It is somewhat lengthy, but it will repay a perusal. The letter of Prof. Turner is very able. He gives a sententious synopsis of the education desirable for American boys, when he says, "An American citizen needs to know only three things, namely: when, where and how to work, to fight, and to pray, to the best possible advantage." We are glad to observe that military drill is introduced in our best private schools for boys. It secures for the pupils, as nothing else can, health, discipline and gracefulness. Our colleges and public schools must not forget it.

GENERAL HEADQUARTERS, STATE OF ILLINOIS,
Adjutant General's Office, Springfield, Ill., Dec. 13, 1865. }

PROF. J. B. TURNER, JACKSONVILLE:

SIR: I see by to-day's papers that the State Teachers' Association will meet at Joliet on the 26th inst. For some time past I have been reflecting upon the propriety of certain modifications of our school system, of the practicability of which I

am by no means satisfied. To explain: The old Militia Laws of the State are and have always been (almost) a dead letter—impracticable, cumbersome, useless—and, therefore, can never be resuscitated. Any other system of a similar nature to be effective and operative, will necessarily be expensive beyond any sum the State will probably just now be willing to appropriate to such a purpose; nevertheless the military interest of the State, as an educational question, should not be neglected. The vast amount of knowledge of the arts of war acquired in the late contest should not be allowed to be lost with this generation, but should in some way be transmitted to the next. I very well know that in 1861, when troops were organizing in Illinois, there was not one man out of each five hundred who even knew how to form a company, much less did they know aught of the manual of arms, or of company movements, but now there are scores of men in every neighborhood who are not only able to do this, but are qualified to organize and even command regiments.

How best can this knowledge be preserved to those who shall come after us? Sundry plans have occurred to me, among others, this: that it should be made a part of the education of the male pupil at all our common schools, high schools and colleges. If the system of graded schools, which I believe is regarded as an improvement upon the old plan, shall come into general practice in the State, then each county could sustain, possibly, one high school in which regular instruction could be given, and at which, indeed, the more advanced male pupils, (or all of them) might be organized into a military company and provided with arms; and not only taught these minor arts of war but trained up under a semi-military subordination and discipline.

If this should be deemed impracticable, and I should trust it might not be, why could not a "military chair" be added to our colleges everywhere in the country? We regard, justly, too, intelligence as the great safeguard of the people and of the nation. Not intelligence upon *one* branch of knowledge, but upon *all branches*. Yet it is a startling fact that anterior to 1861, whilst every other knowledge might be obtained at our institutions of learning, the knowledge or how to preserve the Government in time of war had been so utterly neglected that not one man in a thousand knew how to "shoulder arms!" And it was, I believe, taught as a part of the system of education at no schools excepting government schools, so that when our armies were organizing in 1861 and 1862, the first eighteen months were spent in learning what could have been taught the boy at school much cheaper, but which had before been to him a sealed book. I therefore propose for your consideration this question:

"Can a plan of military education be engrafted upon our present system of common schools, or adopted by our high schools and colleges, so as to be practically successful in preserving the military knowledge now possessed by the country?"

I address this to you because of your long connection with the educational interests of the State, and your known zeal for their advancement, and with the hope that the subject involved may attract the attention and elicit the opinions of the various gentlemen of the "Teachers' Association."

A copy of this letter may be given to the press in order that the attention of all the members of the Association may be earlier called to it. In the meantime or whenever you have leisure (and it is your pleasure) I shall feel gratified to be furnished with your views upon the matter I have taken the liberty to suggest.

With assurance of high regard and respect, I hope you will believe me truly your friend.

I. N. HAYNIE, *Adjutant General.*

PANA, ILL., Dec. 19, 1865.

General I. N. Haynie, Adjutant General's Office, Springfield, Ill.:

DEAR SIR: At the date of your letter, addressed to me at Jacksonville, I was on my way to the Bloomington Convention, and thence toward the South. On the cars this morning, my eye happened to fall on the published copy in the *Chicago Journal* of December 19th. As I shall not return home to meet the original letter until too late for a reply, in season for the purpose you intimate, such is my own conviction of the vast importance of your suggestions that I at once concluded to arrest my journey and business, and stop over in this town till the next train, to reply without delay. Whatever apology the haste of my letter may require must be found, in part at least, in the fact that it is thus written in the bar-room of a tavern, after finding every private room in this town pre-occupied and closed against me.

The wily leaders of the Southern rebellion well understood the importance of popular military knowledge and enthusiasm to the defense of the Republic. Hence one of their very first measures of revolution, inaugurated, and but too successfully accomplished, years ago, by them, was to utterly break down and annihilate the then existing military spirit of the North, kept alive only by the military system bequeathed to us by Washington and the Fathers of the Republic. Their first move was to appeal to the "stupidly good men" throughout the North, through the public press, against the attendant evils and defects of that system, on professedly high moral grounds, not to secure its revision and reform, but its utter extermination. These moral appeals to the moral and religious classes of the North was in due time followed by the most hedious burlesque of all military reviews—commencing at Washington, the National Capital, and urged on in all the large cities and towns of the North—thus making all military reviews ridiculous in the eyes even of the wicked and profane. Meantime, throughout their own rebel dominion they took good care to sustain and strengthen, by additional schools, and drills, and means, their own martial spirit in the South; to enlarge and strengthen West Point, and other schools of this kind, and to keep them wholly under their political influence and control. And when at last they had control of the arms of the Government also, they very naturally supposed that the North was totally powerless and disarmed; as utterly bereft of all military spirit, as she was of ostensible arms and resources; and such indeed was the appalling fact, as every reflecting mind saw, but saw too late. Under such unequal conditions, well might the South laugh at the very idea of the North attempting to fight; for what had she to fight with, apparently nothing. Her men, her spirit, her arms had apparently all been clandestinely wrested from her and transferred to the use of the more favored South.

Now the primal question in your letter to me is really this: "Shall this free people ever allow themselves to be befooled in the same manner again by any enemy, foreign or domestic? or shall we follow the counsel of Washington and the common sense of mankind, and learn that in peace is the time—and the only fit time—to prepare for war?" But if so, how shall this be done? I am no military man; I know little or nothing of war, and my opinions on those subjects, I am well aware, are of very little value. But the only proper way that I can think of for a nation of freemen to reach those results with the least possible danger, and the greatest possible advantage, is to do the very thing you suggest—do in short as they do with all their other great public interests—make them an inherent part of your great system of National popular education. I have thought so for years; further reflection does not weaken but every day deepens and strengthens my conviction that in the

principles you suggest you are fully and entirely, and if I may so say, indisputably right. To say that a nation of thirty millions, ruling a continent bounded only by the great oceans, upholding and pledged before God and man to defend a form of civil Government adverse in its fundamental principles to every other great power on earth; to say that such a people ought not, in some way, to be a military people, is simply to say that they ought to be a set of confounded fools. Much like those goodish old grannies of the free North, who, in the case above referred to, left themselves, their presses and pulpits, and courts, to be used as mere tools in the hands of the incipient rebels of the South, for crushing out in their midst that little of martial spirit among them, which was, in fact, their only hope in the oncoming struggle; which, if it had been strengthened and fostered, instead of being extinguished, I fully, even now, believe would have prevented the possibility of the occurrence of the late rebellion; for the South never could have been deceived into the war unless under the full belief that we were totally paralyzed in our military resources, and therefore could not resist if we would. True, it was a great mistake, a great blunder on both sides alike. But it cost us at least half a million of men, and five thousand millions of money. Have we not paid enough for that whistle? Ought we not to get some wisdom out of this sad experience?

In my judgment, if there ever was a people standing in defense of the liberties of earth, and of Heaven, too, who need to promptly obey the Great Master's injunctions for all similar cases, that "he who had not a sword should sell his coat and buy one"—that people is our people, and now is the very time to make the exchange; and if well, and wisely, and thoroughly made, and made at once, and made in earnest, it will do far more to preserve the peace of the world than the sacrifice of another million of men on the battlefield. For no nation on the earth will ever dare to attack us in an unjust cause, unless they find us, as the South did, at some vital point wholly unprepared.

Let the popular schools of the country perpetually, in all time to come, throw into the bosom of the daily life of the Republic, say three millions of citizens all sufficiently well instructed in the principles of military tactics to furnish both officers and men of all ranks, able to go through with a handsome military drill in one week's time, and ready to be enlisted and thoroughly armed at one hour's notice, and insults, and taunts, and sneers at the Republic, as well as wars upon it, will be found far more scarce in the world's market, and the price of them far higher in the future than in the past; and the good manners and good breeding of "John Bull and his friends and allies" will be improved at the same time that his pugnacity is repressed and our quiet ensured.

So deeply were the friends and advocates of the National scheme for Industrial Universities impressed with these ideas, that, years ago, before the grant of Congress to the several States was made, they took good care to have such a clause introduced into their bill for that grant, imperatively demanding as a "*sine qua non*" instruction in military tactics in all the States, in all these Industrial Universities alike; and wherever or whenever, in all coming time, any State either omits or neglects this, from that moment they forfeit their share of the National endowment.

The great object we had in view in this provision, was that these Universities in each of the States should furnish to the States, in times of peace, a strong and able corps of teachers, to diffuse the same practice and the same spirit through all the lower schools of the nation; and in time of war a corps of officers to drill and marshal them at once for the battlefield. Exactly your idea, as you perceive, organized

by public law ; first, by Congress, and then by acceptance of the States, that is, so far as it can now be done, for we cannot at once introduce the system into all our common schools, or even our higher schools until we can first secure a corps of teachers, competent to teach and manage the system—which our present teachers, to a great extent, cannot do.

To make assurance doubly sure in this regard, I myself moved for a clause in the bill chartering our own State University, as presented to the State Legislature last winter, expressly giving to the trustees discretionary powers over the dress, drill, arms, etc., of the pupils in our State. And I think that the State ought, also, to establish at once a professorship of military science and tactics in the Normal University, and that every graduate of that school should be compelled to know enough about the matter to give all required instruction in the common schools ; and that no American citizen ought to be considered as more than half educated till he has a good elementary knowledge of the primal principles, both of the arts of war and the arts of peace. For, as American citizens, it is of vastly more importance to al our sons to know how Grant and Sherman and Farragut, and their comrades made war, than it is to know how the Greek Achilles, or the Latin Romulus, or the Indian "Red Jacket" did it, and it can be learned in half the time.

Nor is such instruction either as useless or impracticable, as the ignorant on the one hand, and the pedantic on the other, are prone to imagine. On my late visit to the Eastern cities and schools, I called on my old classmate and friend, General Russell, of New Haven, Conn. Gen. Russell, when the war broke out, had one of the most thorough, successful and popular classical high schools for boys in that far-famed city of colleges and schools.

He has secured in the city, adjoining his school room, the requisite grounds, arms, accoutrements, etc., for a daily military drill ; the whole school is organized into a proper military corps. It is a camp, on service—that is, in service over books. Each class of boys choose their own officers, and inspectors, and report to Headquarters every possible delinquency of their comrades that comes under the laws of the camp or school. The result is, the boys wholly govern themselves. I have seen something of schools in my life ; I have had something to do with them ; but I confess that I never before saw a school so quiet, so orderly, so gentlemanly in all things, and, at the same time, so proficient in learning, as this school of young boys, absolutely governing themselves in all things by rules of strict military order and subordination. It was delightful to see them take so much comfort and just and honorable pride in their success. Not a single thing about the premises can you find scratched or marked, or displaced, or disordered. All goes on like clock work, and these officer boys do it all themselves. They will not allow the least disorder, neither in the commissary department, nor in any other—not even in its antipodes, (if you know what and where that is, and how shamefully it is defiled and marred in all boys' schools). Their daily drill also gives them a handsome carriage, and a part of their needful daily exercise in the open air. I need not say to you, sir, that this single school was of more service to the country at the breaking out of the rebellion than any dozen schools on the ordinary plan could be. They furnished able and competent drill masters for all the country round, besides a strong corps of able and efficient officers for the field of battle.

Now it should be borne in mind that this school of Gen. Russell's is, in no proper sense, either in pretension or in fact, a military school ; it is not even a special scientific school, but simply an ordinary classical high school, established for the express

purpose of fitting young boys for our classical colleges; and its present military features were introduced gradually into the plan as an incidental means of exercise, recreation and government, by General Russell, whose long experience and great sagacity in managing boys of that age, has taught him that this is the easiest, the most agreeable, and by far the most available means at hand; for it is *ITSELF REGULATING, SELF ADMINISTERED*, and works like clock work.

Let any one who doubts, visit General Russell's school, or write him for his opinion in the matter. And he has been quite familiar with all other Modern methods for almost forty years. Such a scheme of military discipline and drill as his is, would not simply cost the State nothing, and the people nothing either in time or money; but in all our schools alike, it would immensely facilitate discipline, order and decorum, and increase progress in all branches of learning, whatever.

But excuse me, my dear sir; I always become quite too garrulous when I get upon these themes; but the arrival of the cars will shut down the breaks on me, if nothing else will. All I really wanted to say when I began was simply this: That an American citizen needs to learn only three simple things, namely: when, where and how to work, to fight, and to pray, to the best possible advantage. When he knows this, he is well educated. He is fit to be a citizen of the great Republic; till then he is uneducated and unfit for many, if not for all its most important uses; and your plan for giving him the needful skill in combat, with the utmost safety to the Republic, I have long deemed the only feasible one, and one which should be adopted as soon as possible; and I hope you will not fail to concert proper measures with Mr. Bateman or others to have it brought distinctly before our Convention of Teachers, as it will be impossible for me to be there, personally, to urge its claims.

Whatever use you can make of these hasty suggestions in the cause, you are at liberty to do so. The cars have arrived, and I must proceed again on my journey.

Very respectfully, and truly yours,

J. B. TURNER,

EDUCATIONAL INTELLIGENCE.

NOTICE.—The Directors of the R. I. Institute of Instruction will hold a business meeting at the office of the School Commissioner, at No. 25 Westminster Street, Providence, on Saturday, June 2nd, at 10 1-2 o'clock A. M.; a prompt attendance is solicited.

THOS. W. BICKNELL,

President R. I. Institute of Instruction.

The meeting of the NATIONAL TEACHERS' ASSOCIATION will be held at Indianapolis, in the State of Indiana, commencing on the 15th of August. Full programmes will be published in due time.

J. P. WICKERSHAM, *President*.

THE NATIONAL ASSOCIATION OF SCHOOL SUPERINTENDENTS will meet in Indianapolis on the 13th of August next. Superintendents throughout Indiana will please take note of the above, and make their arrangements accordingly. A programme of exercises will be published in due time.

IMPORTANCE AND INFLUENCE OF PRIZES AND MERIT CARDS IN SCHOOLS.— Another feature in the present system and one which had commanded a great deal of interest, destined as it was to exercise a most salutary influence upon the intelligence and future prosperity of the youth of Canada, was the system of presenting prizes to the meritorious pupils. He attached great importance to the distribution of prizes for the encouragement of pupils. These prizes he was in favor of giving, not only for learning, but for punctuality, diligence, general good conduct and success in recitation. All might not be able to learn with the same degree of speed, but every pupil could be punctual, diligent, and of good conduct. Objections had been made to this practice as formerly carried out, and it had been fairly objected that where the prize had been presented by the teachers the latter might be actuated by motives of partiality. But this objection had arisen from an improper mode of proceeding. Teachers ought not to be the examiners of their own pupils, for (although it was not believed that many of them would do so) yet they might easily so frame questions as to be satisfactorily answered by some and not by others who were perhaps equally well informed. But the system as lately introduced by the Educational Department, and now generally carried out had been most successful, and the reason why it had been so was that, not only were prizes awarded to those who answered the questions at the examinations in the most satisfactory manner, but also for general good conduct, punctuality in attendance, diligence, and perfect recitation, and this encouragement was given to every pupil without making one pupil the rival of another alike. Under the Departmental System every pupil would obtain a prize according to his own merit and not in consequence of his having obtained a triumph over his less unfortunate fellow pupil. This spirit of emulation formed part of the social life of our people urging them to that industry and activity which constituted the greatness and grandeur of our nation. The competition for prizes gave rise to feelings of the most noble and generous character, not to feelings of a selfish kind in the mind of the scholar. We might imagine the feelings which filled the heart of a pupil when he attained a merit card. He would think of the pleasure with which the announcement of his success would be received at home, and we might easily see how highly noble and generous feelings might thus be created in the minds of parents and child alike. Since the inauguration of the prize system 211,655 volumes had been sent out for prizes. Every one of these volumes, containing as they did a variety of instructive matter, were valued and read not only by the pupil but by the whole family circle, and thus become the means of spreading abroad useful information and instruction throughout the whole community. The desire to excel is a noble quality implanted in our nature, for the best and wisest end. Every man wishes to rise not only for his own individual good, but for that of his country. A large amount of money had been generally provided for the procuring of prizes. Several gentlemen in the different localities had contributed towards it. One member of the Legislative Council, the Hon. Billa Flint, who represented a county which contained no less than twenty-three townships, had contributed \$10 for each township for this purpose, on condition that each Township Council should contribute as much more. \$20 had been added to this sum by the Educational Department, so that \$40 was expended annually in each of these respective townships for the purchase of prizes. Thus when a competitive examination of those various schools takes place a spirit of emulation is created not only among the pupils but among the teachers also; all naturally anxious that the school with which they are connected should be the best. Wherever the new merit card system of giving prizes had been introduced great and good results had ensued.—*Dr. Ryerson, Chief Superintendent of Education for Upper Canada.*

NORMAL SCHOOLS.

WE have received from Hon. W. R. White his Second Annual Report of the Free Schools of West Virginia. It is carefully prepared, presenting a very clear and satisfactory view of the cause of popular education in that State—the typography is unexceptionable. There remains a little of the old barbarian darkness lingering over this new State, but the light of free schools will soon remove it. The Superintendent remarks: “A small portion of the population oppose the system *from motives of caste*. They frown upon the system, as of *plebian tendency*. They have a fear of the institution as being fatal to their pretensions. *This fear is reasonable—and the sooner it is realized the better.*” Read what Mr. White speaks to *Rhode Island*, as well as to his own State, about NORMAL SCHOOLS:

“The great object of these schools is to prepare teachers for the arduous duties of their vocation. During the growth and development of the educational systems in Europe and America, these Institutions came into existence. They meet a want which was long felt. The powerful influence which they exert in advancing the interests of education, puts them among the first school agencies that ought to be in operation. In our own State this fact is very patent. A Normal School would command a large patronage at the present time. The only attempt to afford the benefits of such an enterprise has been made in Marion, where the want of a building only is necessary to a complete success. I will offer some advantages among the many which these schools confer:

“1st. The development of our own intellectual resources. The necessity of importing teachers will be removed. That a special talent for this profession exist amongst us has already been evolved by means of the Institutes held in the State.

“2nd. They will supply the greatly increasing demand for good teachers.

“3rd. They will diminish the cost of tuition by protecting against loss by inexperienced and unworthy teachers.

“4th. They will establish a uniformity in the mode of teaching, so that pupils, by a change of teacher, will not be embarrassed by a change in the general mode of instruction.

“5th. The student in these Normal Schools, by keeping ever in view the profession in which he proposes to enter, is rendered more thorough in his attainments. The consideration that he is to reproduce the lessons there learned will secure greater concentration of mind, and a keener zest in obtaining knowledge.

“6th. These schools are the laboratories where theory is passed through crucible of experiment, and that which is new is received only after it is demonstrated to be true. Many minor advantages manifest themselves in the beautiful simplicity they give to the whole machinery of education, and the inevitable success they impart to the teacher.

“In behalf of the cause of education I do most earnestly, yet respectfully, ask of the Legislature a liberal appropriation by which our new State may place herself beside her sister States, in the crusade against ignorance. The economists of time, labor and money who erected those monuments of their foresight in Massachusetts, Connecticut, New York and other States have set an example for us. The Normal schools to-day are equalled in their practical utility only by their architectural taste and beauty. Four institutions of this kind are needed in our State. Wheeling and Charleston present points very desirable for the establishment of Normal schools, in connection with a high school department. The other localities might be selected with reference to contingencies likely to arise in the establishment of an Agricultural College, and fixing the site of the State capital.”

THE AURORA BOREALIS OF FEBRUARY 20TH, 1866.—Those who witnessed the grand auroral display of the 20th inst., and especially those who have kept a record of similar exhibitions, may have remarked the frequency with which the phenomenon has occurred about the same epoch, viz., from February 15th to February 23rd. Some of the most brilliant that have occurred at this period during the last century are the following; 1. 1773, February 17th; 2. 1784, February 23rd; 3. 1794, February 15th; 4. 1838, February 21st; 5. 1848, February 20th; 6. 1861, February 18th; 7. 1862, February 18th; 8. 1866, February 20th.

Besides the February epoch any extended list of auroras will indicate two or three others, the most remarkable of which is that of November 13th–18th. (See Olmsted's Paper in the Smithsonian Contributions, vol. viii.) Fifty-three brilliant auroras have been observed since 1770. Of these, an accidental distribution would assign but *one* to the interval between the 13th and 18th of November; whereas *eight* of the number have actually occurred at that epoch. Are such coincidences accidental, or do they warrant the conjecture that, as in the case of shooting stars, there are particular periods at which the grand display of the phenomenon most frequently occur?—*Iowa School Journal*.

PRESIDENT NOTT has been justly styled the "father of Presidents." Having graduated more men who have successfully stood at the head of American Colleges than any other college President in this country. At one time no less than five Presidents of prominent American Colleges, were graduates of Union College and received their collegiate honors at the hands of this venerable educator. Dr. Nott has graduated about four thousand students, many of whom have held high positions in church and state, and not a few, having lived to a ripe old age, have passed away, their venerable educator surviving them. What has been said of WASHINGTON can be said of ELIPHALET NOTT. The world has produced but *few* such men, and America but *one* such man.

MR. J. L. PICKARD, of Chicago, delivered a very instructive and interesting address, in which he made the following points: 1st. Never attempt to teach what you do not understand. 2d. Never tell a child what you can make it tell you. 3d. Never give a piece of information without asking for it again. 4th. Never use a hard word when an easy one will do as well. 5th. Never give a lesson without a clear view of its need. 6th. Never give an unnecessary command, nor one that cannot be enforced. 7th. Never permit a child to remain without something to do or a motive for doing it.

TEMPERANCE PLATFORM, as set forth by the Indiana State Central Temperance Committee: "No license to sell intoxicating drinks as a beverage, except upon the petition of a majority of the legal voters in the ward or township where such liquor is to be sold." Every teacher should be a teacher of temperance, both by precept and example, illustrating and enforcing the divine injunction, "Live soberly, righteously, and godly."

HOME PRODUCTION.—According to the census of 1860, Illinois produced only six bales of cotton, or from 2,500 to 3,000 pounds. Three years later there were shipped at her railroad stations 100,000 pounds, the next year 400,000, and last year 1,600,000. The total yield, however, for 1865, is estimated at 5,000,000 pounds or 10,000 bales—twice as much as was exported annually from the whole country at the beginning of the century, twice as much as grown by Kentucky, and nearly as much as by Virginia, in 1860. The laborers engaged in cultivating this staple are mostly negroes, familiar with the process. The cotton itself is said to equal that of Tennessee in quality.

OUR BOOK TABLE.

FIELD, GUNBOAT, HOSPITAL AND PRISON. By Mrs. P. A. Hanaford. C. M. Dinsmoor & Co., Boston.

The title of this book is its greatest fault. "Heroic Incidents of the Rebellion," would have been less ambitious and loud sounding. A marvelous vision, extending from the gloomy and uncertain April day of 1861 to the joyful and victorious events of 1865, passed before us as we read the title, and we wonder what so few pages can tell of such a mighty struggle. A history this book does not profess to be. What then? A string of pearls. A notice of some splendid examples of self-sacrifice, noble daring and heroic deaths. The writer loves heroes and has made a little compend of the various ways in which manhood and womanhood has achieved immortal fame in such a fitting time. With such gems as these the future historians and novelists may adorn their pages. We have read the book as we would examine the beautiful display of the jeweller's show case, with admiration at the profusion of the display. The authoress evidently belongs to the noble "Bay State." She does not say so, but the book does.

The Massachusetts boys figure largely, and they deserve to. What Massachusetts man or woman has not his or her eyes filled by the sight of Massachusetts heroes. We pardon the partiality and in our own admiration of the brilliant services of that noble State, worship, too. We hope the book will serve to keep alive in the memories of its readers some of the choice examples of American bravery and patriotism. It is a good book of the kind and we wish it well.

SIMPLICITY AND FASCINATION. By Anne Beal. Loring, Publisher, Boston.

This is a story of English life, and gives, in an interesting style, the struggles and trials of a family of orphans in early life. The eldest sister, Jessie, is one in all respects, worthy of imitation; full of sweet simplicity, earnest frankness, good sense, and deepest trust and faith in God. Pynsent is a model brother, an eminent physician and a christian man. Uncle Timothy is a refreshing character, holding an abiding faith in God and man with a desire ever to do good. There are many other characters that the reader will follow with interest. The book is one of the best which Loring has issued.

SNOW-BOUND. *A Winter Idyl.* By John G. Whittier. Ticknor & Fields, Boston.

In this new poem, the author has given a perfect picture of winter country life in the olden time. No one who has not lived and moved and had his being amid such a scene, could have drawn the picture with such exactness; and none whose youthful days were not spent in the country can fully appreciate the poem. Take these lines:

"Meanwhile we did our nightly chores,—
Brought in the wood from out of doors,
Littered the stalls, and from the mows
Raked down the herd's-grass for the cows;
Heard the horse whinnying for his corn;
And, sharply clashing horn on horn,
Impatient down the stanchion rows
The cattle shake their walnut bows."

"Within our beds awhile we heard
The wind that round the gables roared,
With now and then a ruder shock,
Which made our very bedsteads rock.
We heard the loosened clapboards tost,
The board-nails snapping in the frost,
And on us, through the unplastered wall,
Felt the light sifted snow flakes fall.

If the city "Fashionables" would hurry off into some secluded town in the country just before a heavy snow storm, and witness a genuine winter carnival of the elements as was seen by our Grandfathers, the memory of it might be more pleasing than that brought back from a Summer tour to fashionable resorts.

CORA MCQUARRIE'S SEQUEL. By Alexander Smith.

We have read this book with pleasure and profit. The name of the principal character does not appear on the title page. The rich, proud, sharp witted, and keen tongued Miss Kate McQuarrie, the "ancient maiden lady," forms the background of this word painting. The interesting features of the Hagart family and Miss Cora and Maggie, whose matrimonial allegiances, in due season after the usual trials, are properly effected from the foreground. There is an unity of purpose in the plot, but each character does not say and do enough to give us a great insight into the workings of human nature. "All is well that ends well." This book is therefore *well*, for the curtain drops upon the parties under the most favorable circumstances. There are many passages of beauty and eloquence, and the interest awakened on its first pages lead us on, increasing to the last. So will it be for you, kind reader.

Many bees engaged, and many flowers contributing their sweets, to furnish the honey for one hive. In the preparation of the new illustrated edition of Webster's Dictionary, in addition to the collection of works of reference, directly owned and used by the editors, the following public libraries were accessible to all or to different members of the editorial corps, and consulted by them as occasion required: Library of Yale College; Astor Library, New York; Boston Atheneum; Boston City Library; Library of Harvard University; Atheneum and Connecticut Historical Library at Hartford, and others. Some fifty to seventy-five different individuals were actively employed upon, or directly contributed to, the literary preparation of the work, thirty or forty of them at directly and regularly compensated labor.

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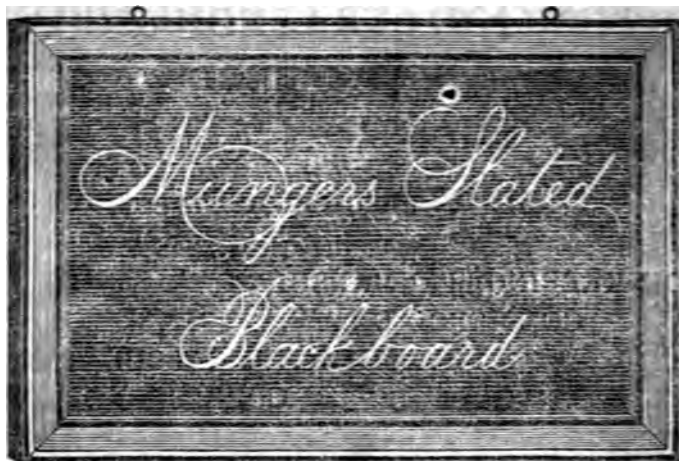
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—o—o—o— TESTIMONIALS.

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J. B. PAYSON, *Principal Williams School, Chelsea, Mass.*

I have used one of your Slated Blackboards nearly ten years. The surface, though excellent at first, seemed to improve all that time. I have used two other boards for several years, and it is my opinion that, *when properly made*, they will last a *lifetime*.

E. ROBBINS, *New Haven, Ct.*

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TESTIMONIALS.—CONTINUED.

SOUTH BOSTON, May 3, 1865.
We have used the Eureka Liquid Slating upon all our blackboards since September, 1864, and I do not hesitate to say that they are superior to the best slabs of slate.

C. GOODWIN CLARK, *Master Bigelow Grammar School.*

BOSTON, May 1, 1865.
I am of the opinion, that the Eureka Liquid Slating will always give satisfaction, *when properly applied.*

JOHN D. PHILBRICK, *Supt. Public Schools, Boston.*

My Blackboards are excellent. You can put me down in favor of the universal use of the Eureka Liquid Slating.

D. W. JONES, *Principal Cumins School, Roxbury.*

It is my opinion that Blackboards made from the Eureka Liquid Slating are superior to every other material, *solid slate not accepted.* It is a wonder that so smooth a surface should never become glazed, so as to refuse to receive the chalk. Their greatest excellence, however, is the distinctness with which the lines may be seen from any part of the room.

F. B. SNOW, *Principal Bridgman School, Providence, R. I.*

I know of no inducement that would influence me to remove the Slating from our blackboards and return to the former painted surface. It possesses all the essential properties of the best Blackboard surface so much desired, but never before obtained, viz. noiselessness, durability, smoothness of surface, the absorption of the rays of light so that marks can be easily seen at an angle of vision, and especially the facility with which the chalk-marks may be erased.

E. B. JENNINGS, *Prin. Bartlett High School, New London, Ct.*

Our blackboards, to which you applied Munger's Eureka Slating, in February last, are really excellent. We have never seen better boards than these. The surface is fine, soft, and smooth; the color a *dead black*, with no reflection, so that a mark can be seen at any angle. Your assurance that, after a few weeks' use, they would erase with perfect ease, is fully verified.

MOWRY & GOFF, *English and Classical High School, Providence, R. I.*

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A. G. BOYDEN, *Prin. State Normal School, Bridgewater.*

O. S. KNAPP, *Superintendent Public Schools, Somerville.*

THOMAS W. BICKNELL, *Prin. Arnold Grammar School, Providence, R. I.*

PROF. S. S. GREEN, *Brown University, R. I.*

TIMOTHY SULLIVAN, *Prin. Lyme Street Catholic School, Providence, R. I.*

D. B. HUBBARD, *Master Mather School, Dorchester.*

M. G. DANIEL, *Master Everett School, Dorchester.*

SAMUEL AUSTIN, *Prin. Union Hall School, Providence, R. I.*

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
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THE
RHODE ISLAND SCHOOLMASTER.

JUNE, 1866.

VOLUME XII.]

ISAAC F. GADY, EDITOR FOR THIS MONTH.

[NUMBER VI.]

LATIN IN COMMON SCHOOLS.

"It is no doubt true, that we cannot really know our own language, or have an intelligent understanding of what language means, until we have obtained some knowledge of one or two foreign tongues."

I accept this sentiment, as presented in the leading article in the May number of *THE SCHOOLMASTER*, as true without qualification; and upon it as a foundation I propose to rest the novel claim for the Study of Latin in our Common Schools. And without apology, or any attempt to soften the surprise which the announcement of my subject may awaken, I propose to urge a few considerations in its favor, and possibly to anticipate a few objections that may be raised against it.

Every reasonable person will admit the importance of a thorough knowledge of our own language; and it is still an open question how this knowledge may be most effectually acquired and with the greatest facility. Of course by knowledge I here mean *practical* knowledge—such a knowledge as will enable its possessor to use the English language readily and correctly in speaking and writing. This involves three important elements, viz.: an understanding of the meaning of separate words, of the structure of sentences, and such practice in the use of the former, and construction of the latter, as will enable a speaker or writer to express his ideas with propriety, beauty and force. And without expecting from my readers any unqualified indorsement of the views presented, I shall maintain that

all this may be more effectually acquired, and in less time by the study of Latin than by the study of English alone. If I were required to secure to an apt and intelligent pupil the best practical knowledge of English, in the space of three years, I would have him devote the *first two* exclusively to the study of Latin, and to give specific attention to the English only during the *last* of the three; and perhaps only during a limited portion of it. Those acquainted with both languages will admit that no great length of time is requisite for a pupil well versed in the Latin to acquire facility in applying the principles of grammatical construction correctly in English; and that he will experience far less difficulty and hesitation than the mere English scholar.

It is a familiar fact—or at least should be so—that in all art and science our best progress is attained by means of comparison. A mineralogist, for instance, needs at the outset to become familiar with the appearance and character of a few well-marked specimens. When he has learned readily to distinguish genuine granite, he is prepared to judge by comparison of specimens that are merely granitic, such as gneiss or syenite. So in Botany, before the student can proceed with facility in the study and classification of plants, he needs to be familiar with at least a few characteristic specimens in the leading orders and genera. In penmanship the pupil acquires skill only by comparing the results of his efforts with the ideal which he has derived from his copy. The painter and the sculptor can excel only by a constant comparison of their work with the pictures and images existing in their own minds, gained either from nature or imagination; and even the humblest artisan makes progress in his craft only by comparing what he has made with some more perfect model.

Now something akin to this is needed by the student in the English language. He needs a standard of comparison, or rather a source whither he can repair for standards. If this is not *indispensible* it is very desirable; and to the want of it as I imagine, is due very much of the ill success and consequent disgust experienced by many of our pupils in the study of English Grammar. In the Latin may be found the requisite standard, or source of standards, for comparison. In the English the elements are heterogeneous, and the forms distorted; in the Latin both are comparatively distinct and well defined. In the English the rules of construction often appear absurd or even ridiculous. For example take one of the first and simplest:

"A finite verb must agree with its subject in Number and Person," and apply it in the inevitable

" I love,	We love,
You love,	Ye love,
He loves,	They love."

Here we have *six* different forms of the subject and but *two* of the verb. Will some ardent advocate of the study of English to the exclusion of the Latin tell us how he makes the application of the above rule intelligible to his pupils in this and similar cases? The mere tyro, with a little explanation, can understand the application of the rule in the Latin

" Amo,	Amamus,
Amas,	Amatis,
Amat,	Amant,"

or he can certainly do so with the subjects, implied in the inflection endings of the verb, supplied,

Ego amo,	Nos amamus,
Tu amas,	Vos amatis,
Ille amat,	Illi amant,

in which the six forms of the subject have six corresponding forms of the verb, in accordance with the rule. And so it is in instances almost numberless. The Latin is clear, consistent, intelligible; the English is far otherwise. The English abounds, so to speak, in *granitic elements* — the Latin contains the *true granite*. *Ranunculaceae* grow in all the English fields; we find the genuine *Ranunculus* in the Latin. In the Latin the English artist finds — if not the models he is to imitate — at least the models which most readily aid him towards perfection in his work.

Another important advantage derived from the study of Latin consists in the facility which it affords for acquiring a knowledge of the etymology and meaning of a large and important class of words which it has given to the English. These words abound especially in all scientific works, and to a very considerable extent in the popular and periodical literature of the day, and even in common conversation. Comparatively few sentences are uttered, either in business or in friendship, which do not contain more or less words of Latin origin.

A more satisfactory conception of the meaning of these, as every Latin scholar well knows, can be gained from the study of Latin than can possibly be obtained from an English Dictionary ; and this can be effected, too, without any extra expenditure of time, for the necessary study is winning a harvest of knowledge in English fully equal to what could be gathered from the study of English alone during the same period.

The only way in which we can effectually learn to do any thing is to do it. We may learn how a thing is done by observing another ; to know *how to do it* we must do it ourselves. It is in reference to this fact that the study of Latin is, in a very important sense, valuable to the English student. The main purpose, practically, of the English student is to acquire facility and skill in the use of his mother tongue. In language, as in everything else, these are to be gained by practice ; and I contend that the study of Latin, in a remarkable degree, calls for just the practice required. In the translation from Latin into English the first efforts of the student must necessarily be expended in ascertaining the thought, and then they must be employed in giving to the thought the best English expression in his power. He can employ no hackneyed forms ; he can resort to no unvarying formulæ ; the exercise can never become humdrum and monotonous, nor can it be successfully performed by a half indolent kind of application,—all of which I fear are too often true in regard to pupils in the parsing and analysis of merely English composition, especially after they have acquired a considerable degree of familiarity with the usual forms. The study of Latin is almost wholly effected by the use of English ; and this English must be original, and must vary with every new thought.

This, of course, calls for the exercise of ingenuity, discrimination and judgment, and thus affords another and an invaluable advantage,—that of the very best kind of intellectual discipline. Certainly no other study calls into action a larger number of the faculties of the mind, or affords them a more healthy exercise. In addition to the rules for the construction of words and sentences, which require equal attention as in English, while they are more consistent and intelligible, the reason and judgment of the pupil are constantly called into exercise in deciphering the thought, while his skill and ingenuity are constantly tasked in selecting such words and forms as will enable him to express the thought of the author with accuracy and in good idiomatic English.

But two or three questions will be likely to arise in the form of objections, which for want of time and space I shall be obliged to answer very briefly.

1st. Is the uniform introduction of Latin into our common schools practicable?

Not at present. Teachers properly qualified to give instruction in the language cannot be obtained in sufficient numbers. But this does not hinder the introduction of the study where teachers are qualified to teach it; and, were there a demand for it, our High Schools, Normal Schools, and Academies could within half a generation supply the requisite number. The facilities afforded by textbooks, now before the public, render the introduction of the study practicable for both teachers and pupils.

2d. But would the graduates of our High Schools, &c., be sufficiently thorough in their own attainments to promise success in teaching?

I see no sufficient reason to warrant a contrary opinion. It is true that Latin clumsily and imperfectly taught would be of comparatively little value. But this is equally true in other studies, and there is no good reason why a successful teacher in other branches should not be so in Latin. I think, in this case as in others, the supply would, both in quality and numbers, correspond to the demand.

3d. But our schools are already overcharged with studies. Can any time be found for Latin?

I think so; and that, too, with an actual saving of time in the end. Let the study of Latin occupy much of the time now given to English, and I think without increasing the period of school attendance, our pupils would leave school *educated*, much better than at present.

I. F. C.

THE END OF THE WAR.

BY OLIVER WENDELL HOLMES.

Four summers coined their golden light in leaves;
Four wasteful autumns flung them to the breeze;
Four winters wore the shroud the tempest weaves;
The fourth wan April wept o'er hill and vale.

And still the war clouds scowled on sea and land,
 With the red gleams of battle staining through,
 When lo! as parted by an angel's hand
 They open, and the heavens again are blue.

Which is the dream, the present or the past?
 The night of anguish or the joyous morn?
 The long, long years with horrors overcast,
 Or the sweet promise of the day new-born?

Tell us, O father, as thine arms enfold
 Thy belted first-born in thy fast embrace,
 Murmuring the prayer the patriarch breathed of old;
 "Now let me die, for I have seen thy face!"

Tell us, O mother!—nay, thou cans't not speak,
 But thy fond eyes shall answer, brimmed with joy—
 Press thy mute lips against the sunbrowned cheek;
 Is this a phantom—thy returning boy?

Tell us, O maiden!—ah! what canst thou tell
 That Nature's record is not first to teach?
 The open volume all can read so well,
 With its twin crimson pages brim full of speech.

And ye who mourn your dead—how sternly true
 The cruel hour that wrenched their lives away,
 Shadowed with sorrow's midnight veil for you,
 For them the dawning of immortal day!

* * * * *

Peace smiles at last; the nation calls her sons
 To sheath the sword; her battle flag she furls,
 Speaks in glad thunders from unshot guns,
 And hides her rubies under milk-white pearls.

O ye that fought for freedom, living, dead,
 One sacred host for God's anointed queen,
 For every holy drop your veins have shed
 We breathe a welcome to our bowers of green.

Welcome, ye living! from the foeman's gripe
 Your country's banner it was yours to wrest,
 Ah, many a forehead shows the banner stripe,
 And stars, once crimson, hallow many a breast.

And ye pale heroes, who from glory's bed
 Mark when your old battalions form in line,
 Move in their marching ranks with noiseless tread,
 And shape unheard the evening countersign,

Come with your comrades, the returning brave;
 Shoulder to shoulder they await you here;
 These lent the life their martyr-brothers gave—
 Living and dead alike forever dear.

THE RIGHTS OF SCHOLARS.

Said Oliver Goldsmith a century ago, in an educational treatise, "Few subjects have been more frequently written upon than the education of youth." The remark has lost none of its force in the century that has since elapsed. Yet there is one point to which writers on education seldom refer—the rights of scholars.

SCHOLARS HAVE RIGHTS.

We live in a republic; our schools should be, as far as practical, republican.

By a republican school we mean one where the discipline is firm without being arbitrary; where the rights of scholars as well as the rights of teachers are respected. The kindest feelings should exist between the teacher and a majority of his scholars.

William Shenstone, an elegant elegiac and pastoral writer, flourished about a century ago. He thus describes a school in his times:

"In every village marked with little spire,
 Embalmed with trees and hardly known to fame,
 There dwells in lonely shed and mean attire
 A matron old whom we school mistress name,
 Who boasts unruly brats with birch to tame,
 * * * * *

For not a wind might curl the lips that blew
 But their limbs shuddered and their pulse beat low;
 And as they looked they found their horror grew,
 And shaped it into rods and flogged at the view."

That surely was not a republican school.

Dr. Samuel Johnson was a great man in his day. He certainly did much for philology, wrote some fine poems, and gave the world a model of rhetorical excellence in some compositions commonly known as "*The Lives of the Poets*." He had his failings, however, quite like other men. His temper was not remarkably even, and he seems to have entertained very respectable ideas of his own importance, although his picture taken during his tour to the Hebrides, would seem to preclude vanity, for of all nondescript figures that ever astonished a reader of biography, this takes precedence.

Dr. Johnson was a very remarkable boy, so Boswell says. At the age of three he discovered a wonderful literary talent, which one day blazed forth in the following magnificent stanza, on a certain defunct duckling, the eleventh of a brood:

"Here lies good master duck,
Whom Samuel Johnson trod on;
If he had lived, it had been good luck,
For then we'd had an odd one."

Boswell gravely adds: "There is surely internal evidence that this little composition combines in it, what no child of three years old could produce, without an extension of its faculties by immediate inspiration."

Dr. Johnson was early sent to school to Dame Oliver, whom, we are informed, gave him a piece of gingerbread, and said "he was the best scholar she ever had," a compliment which he always loved to mention. His next teacher was John Brown, who "published a spelling book, and dedicated it to the *Universe*."

But his principal instructor, during his preparation for the University, was Mr. Hunter, of whom he remarks, with some asperity, "He used to beat us unmercifully; and he did not distinguish between ignorance and negligence, for he would beat a boy equally for not knowing a thing, as for neglecting to know it. He would ask a boy a question, and if he did not answer it, he would beat him, without considering whether he had an opportunity of knowing how to answer it. For instance, he would call up a boy and ask him the Latin for *candlestick*, which the boy could not expect to be asked. Now, sir, if a boy could answer every question, there would be no need of a master to teach him." Yet this Mr. Hunter was a famous teacher in his day. While flogging his boys unmercifully, he used to make the consoling remark, "And this I do to save you from the gallows."

It strikes us that his was hardly a republican school. Yet Dr. Johnson ever advocated severe discipline in school, and in his riper years entertained a high regard for his stern preceptor. A gentleman once asked him how he acquired so accurate a knowledge of Latin. "My master," he replied, "whipped me very well, without that, sir, I should have done nothing."

As we propose to say something concerning corporal punishment by and by, we will, in this connection, give the Doctor's opinion of the subject. Mr. Boyd once said to him that Lady Errol, a very pious and sensible lady, did not use force or fear in educating her children. JOHNSON. "Sir, she is wrong. I would rather have the rod to be the general terror to all, to make them learn, than tell a child if you do thus or thus, you will be more esteemed than your brothers or sisters. The rod produces an effect which terminates in

itself. A child is afraid of being whipped and gets his task, and and there's an end on't; whereas, by exciting emulation and comparisons of superiority you lay the foundation of lasting mischief; you make brothers and sisters hate each other."

Did Dr. Johnson not know that there are more laudable incentives to exertion than either the fear of the rod, or the love of praise?

We are no theorists—a free government must have laws and penalties, and the school-room likewise—but we have faith in scholars, and believe that teachers frequently rely too little on the best feelings of their pupils in the government of their schools.

Childhood is affectionate and confiding; youth is generous and loving. Give a child your sympathies and he will give you his heart, and you may lead him whither you will. There may be exceptions, but they are rare. There are few scholars too perverse to resist the power of kindness. Like produces like; hatred, hatred; love, love. A spirit of defiance is always met with secret or open resistance. Like teacher, like school.

We used to sing in our dear old High School:

"A word, a look, has crushed to earth
Full many a budding flower;
Which, had a smile but owned its birth,
Would bless life's darkest hour."

Happy is that teacher who sympathizes with his scholars.

1. A well meaning scholar has a right to expect kind and polite treatment from his teacher.

A Scotch dominie once required Hugh Miller to spell the English word *awful*. He had never been taught to break words into syllables, and of course spelled it without dividing it. The master spelled it pronouncing the syllables, and told him to spell it again. The young Scotchman did not know what to make of spelling a word in that manner, and so he spelled it as before. The master struck him, and told him to spell it again. He was silent, hardly knowing what to say. The master fell upon him and gave him an unmerciful whipping. Hugh Miller left school, and that ended his academic education.

It pays a teacher to be just and kind. Children love a school-room in which a kind hearted and judicious teacher presides; it is a place of happy days, of long and cherished remembrances, and that teacher loves his work, and is happy in the great happiness that surrounds him. Gray, gazing back on the "spires and antique towers" of Eton College, sings:

"Ah happy hills! ah pleasing shade!
 Ah fields beloved in vain,
 Where once my careless childhood stray'd
 A stranger yet to pain!
 I feel the gales that from ye blow
 A momentary bliss bestow,
 As waving fresh their gladsome wing,
 My weary soul they seem to sooth,
 And, redolent of joy and youth,
 To breathe a second spring."

Our pupils have a right not only to our best ideas, but, as long as they do not forfeit our confidence, to our best feelings.

We may concede even more than this.

The teacher who has the manliness to lay aside anger and pride, and to meet a scholar conscious of wrong, in a spirit of tender expostulation will often find, in the interview, something that will improve both his own moral nature, and that of his pupil. There is something truly noble in the scene of a penitent scholar and a sympathetic and forgiving teacher—a beautiful analogy to the school of Christ.

Does the rod make a scholar really penitent? We may overcome a pupil by mere brute force, without altering his spirit. The judicious teacher will never use the rod until all other means have failed.

2. Scholars have a right to opinions.

We think that their opinions may be consulted with advantage, both in the adoption of rules and regulations for the school, and in the selection of studies. More: we believe there are times when it is well to resolve a school into a deliberative assembly.

Incompetent teachers, who wish to make the distance between themselves and their pupils as wide as possible, almost always adopt an absolute monarchy as their form of government. Some young teachers, generally those whose own course at school has not been remarkably creditable, do the same, and sooner or later, rebellion ensues.

The judicious teacher relies chiefly for support on the respect and judgment of his own pupils, and he there finds a manly and generous support—a support which he has earned and of which he is worthy. He neither makes unnecessary rules, nor, if he can avoid it, rules obnoxious to his best scholars; nor does he compel his pupils to pursue studies for which they have no time, and which can be of no use in the vocation they intend to follow. Some teachers, in order to make a showy school, compel their scholars to learn a little of

everything, and prevent them from obtaining a practical knowledge of anything. We know that cases frequently arise, as of indolent, careless pupils, and pupils who do not know the value of particular branches, in which the teacher is bound to use his authority in the selection of studies, but, with scholars of age and judgment, who have a definite course in life marked out, he should be considerable.

3. A scholar has a right to expect from a teacher a proper regard for his health and comfort.

A teacher once came to us with an alarming complaint against a pupil. We give it *verbatim*: "He *stomped* and *stomped* and *stomped*!" That pupil had a reputation for good sense and correct deportment. What was to be done? The matter was left with us; we examined it, and found: The school-room was a cold one, and the teacher never allowed his pupils to go to the stove. One cold day the scholar who had been reported having been refused permission to occupy a seat near the stove, was obliged to exercise his feet to keep them from freezing. One scholar, we afterwards heard, froze his feet in school-time. The teacher himself usually sat comfortably by the fire. We sustained the teacher!

A teacher thus relates a reminiscence of his early school days:

"I was sent to school when three years old. My teacher, unlike Dr. Johnson's, did not give me a piece of gingerbread, and say I was the best scholar she ever had, but put me in her desk, a large old fashioned one, and shut down the cover. Respiration was not easy in that locality, and I kicked, and so, I suppose, infringed upon *the rights of the teacher*."

4. A scholar has a right to be treated as innocent of a misdemeanor until he is proved to be guilty.

A word about corporal punishment, and then we will bring this rather discursive article to a close. Punishment must be inflicted in cases of persistent misconduct. Shall it be the rod or expulsion? The church by divine authority, expels. The usage of society is similar.

Said a judicious High School teacher to me, "I resort to corporal punishment only when all other means have failed. I do it then to save the scholar. I do not like to take the moral responsibility of sending him out of the good influences of the school-room into the temptations of the world." That certainly is a very conscientious view of the matter.

But we object to turning the school-room into a mere house of correction, and of using a low, mean, cowardly fear, as the chief means for securing order. Use the best means first; learn scholars to respect and govern themselves; sterling moral worth is not developed by mere eye service.

Corporal punishment may be well in special cases, but, in many schools it is too frequently administered, and boys of tender years and slender physical development are apt to receive more than their share of this cheap discipline. If it is necessary in our grammar and district schools, we do not see why it is not, as well, in our high schools, boarding schools and colleges; (we think if it is needed anywhere it is in our colleges;) if it is essential for boys, we do not see why it is not as essential for girls; and, if its influence is so salutary on young people, we do not see—well we do not see why some of the ideas of our Puritan ancestors were not about right. But our thoughts are wandering, and we will stop just here.

HEZEKIAH.

DANIEL WEBSTER'S POETRY.

DOUBTLESS many of our readers will be somewhat surprised to learn that Daniel Webster, the great expounder of the Constitution, the Demosthenes of the American Senate, ever wrote poetry. Yet, if history is truthful, he did. The following beautiful lines were written by him while in London, in 1839:

"THE MEMORY OF THE HEART.

"If stores of dry and learned lore we gain,
We keep them in the memory of the brain;
Names, things, and facts—whate'er we knowledge call,
There is the common ledger for them all;
And images on this cold surface traced
Make slight impressions, and are soon effaced.

"But ne'er a page more glowing and more bright,
On which our friendship and our love to write;
That these may never from the soul depart,
We trust them to the *memory of the heart*.
There is no dimming—no effacement here,
Each new pulsation keeps the record clear;
Warm, golden letters all the tables fill,
Nor lose their lustre until the heart stands still.

From the above, it would seem that in some cases the great intellect of the logician and the delicate sensibilities of the poet may be united in the same individual.—*Indiana School Journal*.

DARK WAYS.

We love biography. A dreamy romance creeps over us as we read the history of men of genius and action ; we seem to dwell amid departed scenes ; other springs bloom around us, other summers shine upon us, other autumns throw their weird beauties around the closing year.

We love the impressive lessons of closing life. We love to scan the thoughts of man when the lights and shadows of the past come back again in the final recollection of what he has been, when wealth and pleasure and ambition can promise him nothing further, when he is compelled to estimate himself and his conduct in the presence of eternity, and before the very bar of God. We then think — so 'twill be with us, one day.

Delightful pictures of the Delectable Mountains and the land of Beulah almost always satisfy our anticipations as we peruse the pages that speak of the last days of men, eminent for piety and usefulness.

There is a mild celestial light in life's evening — a glory lingering when the feverish heat of life has passed, and the sun of life has set.

“ A setting sun should leave a track
Of glory in the skies.”

But there is one scene in biography that always brings to our mind a train of most melancholy reflections — a providence that seems to us so mysterious, that we can only say with the inspired writer “ Be still, and know that I am God.”

We refer to the sad end of that brilliant and poetic Scotchman Hugh Miller. His works are a blaze of genius, a flow of marvellous ideas, a march of words harmonious as music, and every page bears the impress of a living faith in God. He was a wonderful worker as well as thinker — the maker of his own fortune, the builder of his own imperishable fame. He overtaxed his brain in life's hard struggle, and in a moment of mental aberration he put a period to his life. He left a note for his wife :

“ *Dearest Lydia* :—My brain burns. I must have walked. A fearful dream rises upon me, and I cannot bear the horrid thought. God the Father of our Lord Jesus Christ have mercy upon me. My dear wife and children, farewell.”

HUGH MILLER.

We copy from memory. Our eyes grow moist, and our heart becomes prayerful whenever we think of those sad words. We commit our way unto God. We trust also in him, believing he will bring it to pass.

Hugh Miller in his early manhood, presented his future wife with a pocket Bible, and with it a most beautiful poem. We give it entire:

TO LYDIA.

Lydia, since ill by sordid gift
 Were love like mine expressed,
 Take Heaven's best boon, this Sacred Book,
 From him who loves thee best.
 Love strong as that I bear to thee,
 Were sure unaptly told
 By dying flowers, or lifeless gems,
 Or Soul-ensnaring gold.

I know 'twas He who formed this heart
 Who seeks this heart to guide;
 For why?—He bids me love thee more
 Than all on earth beside.
 Yes, Lydia, bids me cleave to thee,
 As long this heart has cleaved;
 Would, dearest, that His other laws
 Were half so well received!

Full many a change, my only love,
 On human life attends;
 And at the cold sepulchral stone,
 The uncertain vista ends.
 How best to bear the uncertain change
 Should weal or woe befall,
 To love, live, die, this Sacred Book,
 Lydia, it tells us all.

O, much-beloved, our coming day
 To us is all unknown;
 But sure we stand a broader mark
 Than they who stand alone.
One knows it all: not his an eye
 Like ours, obscured and dim;
 And knowing us he gives this book,
 That we may know of Him.

His words, my love, are gracious words,
 And gracious thoughts express;
 He cares e'en for each little bird
 That wings the blue abyss.
 Of coming wants and woes He thought,
 Ere want or woe began;
 And took to Him a human heart,
 That he might feel for man.

Then O, my first my only love,
 The kindest, dearest, best!
 On him may all our hopes repose,—
 On Him our wishes rest.
 His be the future's doubtful day,
 Let joy or grief befall;
 In Life or death, in weal or woe,
 Our God, our guide, our all.

The poem is touching and sad when viewed in connection with the unhappy end of its author ; it is consoling also, for it shows a faith established on the Rock of Ages, a faith whose results the act of an hour of delirium could not alter.

A recent writer draws this conclusion : The death of Hugh Miller is a fearful warning not to overwork the mind, however laudable may be the ambition.

HEZEKIAH.

HARTLEY COLERIDGE.

We have spoken in another article of the evils of an arbitrary school government. But we are no advocates of a loose and careless state of discipline. Between the two, the former is by far preferable, both for the present and future welfare of the scholar.

Hartley Coleridge, the son of the great poet, was a genius, and has left us some pleasant flowers of poesy. But he was an unstable man, a victim of temptation, and his life was a failure. Here is a picture of the school he attended.

“Hartly spent his school days under a master as eccentric as he himself ever became. The Rev. John Dows, of Ambleside, was one of the oddities that may be found in the remote places of modern England. He had no idea of restraint, for himself or his pupils ; and when they arrived, punctually or not, for morning school, they sometimes found the door shut and chalked with ‘Gone a-hunting,’ or ‘Gone a fishing,’ or gone away somewhere or other. Then Hartly would sit down under the bridge, or in the shadow of the wood, or lie on the grass on the hill-side, and tell tales to his school-fellows for hours. He had this kind of discursive education, but no discipline ; and when he went to college he was at the mercy of any who courted his affection, intoxicated his imagination, and then led him into vice.”

Could better results have been reasonably anticipated from such training?

A school without order is worthless, but order should be secured, as far as possible, by the best, and not by the lowest means.

HEZEKIAH.

THE STUDY OF THE BEAUTIFUL.


What a pity it is when there is in every child's mind such an in-born love of the beautiful, that our school studies and school routine should so neglect its culture, and so limit things to mere practical realities! Do we not commit a great mistake when we make school-work such dull drudgery. Do we think, as we ought, that each one has an æsthetic, as well as intellectual nature, that there is something in each one of us that mere intellect cannot satisfy, something that the flowers, the skies, God's pictures in earth and air, and man's strivings for the ideal as shown in pictures and statutes, only have language for? Do we think how the study and the love of the beautiful in art and nature, cultivate and refine one; how tender and earnest they make him; how this culture cannot help expressing itself in motion, in gesture, in speech, in a thousand ways? There seems, too, to be a connection between this culture and moral and spiritual culture. For is not all beauty but the spiritual shining through the material? and so the nearer we get to the beautiful, the nearer do we approach, and the more fully we comprehend the spiritual, the divine.

If teachers could do more to interweave this study with other studies, how much more should we truly educate our scholars, making them such reverent lovers and students of the beautiful, that when they leave our schools they shall know something of the wonders and treasures of art and nature, shall have better things to think of than fashion and gossip, and shall not stray through art galleries for no other reason than because it is fashionable to be seen there.

Nearly all studies need the assistance of this one. It would take too long to describe how it could be made to help all, but the one study of geography seems to need it most, and to get it least. For what is Geography? The description of the Earth, the beautiful Earth, that our Father has given us for an heritage, with its glory of mountain and plain, and river and ocean.

"The sea broad-breasted, and the tranced lake,
The rich arterial rivers, and the hills
Which wave their woody tresses in the breeze,
The snow-robed mountains circling earth
As the white spirits God the Saviour's throne."

The quiet lakes, the grandeur of mountains, the charms of scenery, the beauty of skies, day-time and night-time, are only open pages



whence the child is to learn this great study, provided you direct him rightly. Then in the description of countries and cities, how much of the beauty of art comes in. It almost seems wicked not to have children learn something of the great artists, those who speak down through the listening years in pictures, and songs, and statutes; and of those poems, that might fill their souls with echoes of imperishable music. Some of the technicalities of Art might be learned as easily as the rudiments of their other studies, and would be, in after life, of as great value. We fill our houses with choice paintings, engravings and statuary, but how very few understand their true significance; how few have knowledge even of the names of the great galleries of the old world, of the great master-pieces of past and modern artists! We read in books of travel of the great cathedrals of Europe, of choir and nave and transept of different styles of architecture, of decorations of turret or spire. We read of paintings in oil or water colors, in fresco, in encaustic, in enamel, in mosaic; of the different styles and schools of painting, of engravings, lithographs, etc. Shall these be unmeaning names, or shall we interest and teach our children of them, thus preparing them for a better appreciation of the works of Art? Children take such a delight in pictures, that it seems a shame to put them off with the coarse caricatures of the popular juvenile books. The picture-shops and free galleries of the cities are doing a great work for us in this way; but we are not all in cities, and even if we were, the children need an interpreter between them and Art,—one who shall cultivate in them an earnest love for works of Art, and not for these merely, but for all Beauty in Nature as well as Art. So shall all beautiful things speak to them, and give them somewhat of their divine influences. Nature and Art shall lead them, reverent and happy, to the Author and Giver of all Beauty, even Beauty itself. The mountains shall fill them by their royalty and grandeur with infinite aspirations,—with lofty thoughts of living. The little, clinging flower shall teach them gentleness and love, and the faithful, kindly trees, lessons of human brotherhood and sympathy. Pictures and statutes, poems and songs, grand cathedrals, and all that is noble and beautiful, shall make them truer, holier, more patient and trustful, more generous and noble in life. “And the Beautiful having secured a place in the Intellect passes into immortality with it.” And they can never grow too old to appreciate Beauty, wherever, and in whatever form they find it. So shall they

“With a natural fitness draw
All tones and shades of Beauty to their souls;
Even as the rainbow-tinted shell, which lies
Miles deep at bottom of the sea, hath all
Colors of skies and flowers and gems and plumes.”

Massachusetts Teacher.

EDUCATIONAL INTELLIGENCE.

SUPERINTENDENT'S QUARTERLY REPORT.

PROVIDENCE, May 11, 1863.

To the School Committee of the City of Providence :

GENTLEMEN: The public mind is so often moved by direct and passionate appeals to the baser as well as the nobler principles of action, that the topics which are most vital to the permanent welfare and prosperity of a community, especially if they are void of freshness and novelty, and have no local or personal novelty, are too often regarded with apathy and indifference.

This is but too true in regard to education. While many other subjects of far less significance take a deep hold of public sympathy, the cause of education fails to receive that liberal and generous support that its ever increasing importance demands.

This indifference may, perhaps, be attributed, in part, to the fact that there are no new or startling truths to be urged in its defence. That its claim for support rests upon arguments addressed to the calm judgment of thoughtful and reflecting minds.

It is not so much to the present as to the future, that we are to look in deciding questions of great moment. That is surely a short sighted policy, both in individuals and communities, which has reference mainly to immediate and present results.

The whole idea of progress and advancement in every pursuit that confers honor and dignity on man, is closely identified with the wisdom that is laying the foundation for still higher and higher degrees of excellence.

If we are aiming to promote the prosperity of our city, and its growth in everything that is great and noble and praiseworthy, we must employ effectively those means and agencies that will most certainly produce this. Whatever has ennobled and adorned man elsewhere, has given security and protection to all the substantial blessings of life—whatever has imparted vigor to every industrial trade and art—whatever elevates the moral sentiment and social enjoyments, and raises a barrier against the inroads of vice—will most assuredly, produce the same results here. It is as true in the moral and intellectual world, as in the physical, that like causes produce like effects.

If we examine into the agencies that have been most potent in the prosperous and flourishing community of this and of other lands, we shall find that the wide diffusion of knowledge has contributed more to their true greatness than all other causes combined. Not even the pulpit and press united can exert such a controlling power for good, or impose such impediments for all that is evil, as our free schools.

The mines of wealth, that may, by proper culture, be developed in the intellects and hearts of our youth, infinitely surpass all the mineral treasures that may be discovered in the bosom of the earth. And it is an axiom in political economy, and one in accordance with the observation of every careful observer, that the products of labor become valuable just in proportion to the intelligence and skill by which they are produced.

It has been wisely and truly said by one of the greatest statesmen of modern times, "that the first object of a free people is the preservation of their liberty," and it may be added with equal truth and wisdom, that the most efficient, if not the only means of accomplishing this is through the instrumentality of our Public Schools.

The Temple of Liberty can never rest securely on any other foundation than that laid by universal education.

Is there then any other cause to which men of wealth, of culture and personal influence can give of their time and their substance, that promises such fruits of moral beauty and rich blessings to our race? Is there a record of worthy deeds that can so stand the test of time, or can be compared with that of those who make the greatest personal sacrifice to disseminate the light of knowledge and to raise up the ignorant from his degradation.

It may in truth be said of the immortal trio, Webster, Everett and Mann, New England's favored sons, that while their deeds as statesmen, jurists and scholars, will ever command the admiration of a few, their labors in behalf of popular education will be treasured up and cherished by thousands of grateful hearts to the end of time. And in our own city, no name will stand higher on the roll of fame, acquiring additional lustre with every succeeding age, than the founders of our public schools. And the ever revered memory of the late President of our University, who stood conspicuous in the front rank of Educators, will be honored more and more as the rich fruits of his abundant labors are appreciated and enjoyed.

Notwithstanding all these facts that cannot be controverted, there are some who seem to think that education costs too much, and is not worth what it costs. As though the animal nature of man, with its qualifications and pleasures, should have the pre-eminence over the moral and intellectual, as though the grand purpose of life and its noblest aims were for the luxuries and glittering pageants of a day, which are as unsubstantial and evanescent as the dream of childhood. But what is wealth for? For what is it designed by Him to whom rightfully belongs all the silver and the gold and the cattle on a thousand hills? Is it to be hoarded up in immense masses to foster pride, arrogance and self conceit—to lift its possessor far above all sympathy with the ignorant and unfortunate? Or shall it rather flow forth in beautiful streams, making glad the waste places of the earth till knowledge, truth and justice are the heritage of every one bearing the image of his Maker.

It is also to be regretted that our Legislature is not in more active sympathy with this noble cause. In looking over their acts for the last few years we find but few enactments that have special reference to the elevation of our schools or to the more general diffusion of knowledge among the youth. Almost every other subject, especially those of a partisan or political character, have received due consideration and especial aid from their hands. Most of the laws that have any moral bearing, that have been passed are punitive and reformatory in their character instead of preventive. They have aimed to correct evils already existing rather than to remove the causes that produce them. They have vainly attempted to dam up the streams, leaving the fountain as impure as ever—ignoring the fact that as long as the fountain remains unclean these streams will widen and deepen, and sooner or later will sweep away all obstacles with an irresistible force.

We find that almost all branches of industry have received assistance and encouragement—highways, streets, railroads, bridges, have all been objects of special legislation—while an Institution designed expressly for the more thorough preparation of teachers has died for the want of adequate support. There are numerous regulations for impounding cattle, and restraining swine, enforced by suitable penalties; and even the oysters in our beautiful river are objects of special regard; while truants and vagrants, in ever increasing numbers, roam our streets unmolested.

It does not yet appear that there is wisdom enough, or benevolence enough in our Legislature, to provide a remedy for one of the worst evils that ever threatened the

peace of society. There are doubtless serious difficulties attending legislation on this subject, yet the axiom is as old as truth itself, that what ought to be done can be done, and there should be no relaxation of efforts till it be accomplished.

Our schools should ever be so conducted as to meet the wants and wishes of the whole community, and these should be consulted so far as is consistent with their highest welfare, that the mutual rights of parents, pupils and teachers may be protected and secured against infringement. Parents may and should insist that the service of the most competent teachers that can be obtained for the means furnished, should be provided for their children. No just cause ought to exist or be suffered to remain, that should induce parents either to remove their children from school, or to withhold their cordial sympathy and support.

There are few trusts more sacred or more responsible than those which are committed to the guardians and supervisors of our schools. The future welfare of more than seven thousand children is in no small degree depending upon the faithfulness and fidelity with which their duties are discharged. It is needless to add, that in the appointment or removal of teachers, no favoritism, private interest or personal consideration whatever should have the least influence to bias the judgment in making their decision. Skillful, faithful teachers should be sustained and encouraged and liberally rewarded for their arduous labors, while the incompetent or unfaithful should at once give place to others.

There should be more free and confidential intercourse between parents and teachers and those having the care and oversight of our schools. Without this it is impossible to accomplish all that might be secured by a cordial co-operation. There are parents who wish their children to advance faster than the class to which they belong. This can always be done if they will only make their request known. While there are others still whose children need all the stimulus and force of parents and teachers united to make them perform their whole duty. It is evident from these facts, that parents should be far more frank and unreserved with those entrusted with the care and supervision of their children. There should be no fear of provoking unkindness. For any one who would treat a child with less attention and respect on account of suggestions or complaints for real or imaginary causes, that a parent might make, deserves not the name of teacher.

I would call the attention of the committee to a much neglected branch of practical education, for which provision ought to be made. I refer to the fact that a large number of girls attending our intermediate and primary schools—and very many others who do not attend any school for the want of suitable clothing—who are almost entirely ignorant of household duties, particularly of sewing. This deficiency has hitherto been in part supplied by many benevolent ladies of the city, who have devoted themselves to this noble work with a liberality and self-devotion worthy of all praise. The time has now come when material aid is much needed to accomplish this very desirable object. I would therefore earnestly recommend that application be made to the City Council to make an appropriation of a sum not less than five hundred dollars, to be expended under the direction of the School Committee, for this purpose. Other cities have amply provided for instruction in sewing, to this much neglected class. Shall Providence be behind other cities in its sympathy and care for the unfortunate poor.

The Primary School on Hammond street is very much crowded, and should at once be relieved. There have been admitted ninety-five scholars in a room designed to accommodate but sixty. As the school house on Pond street will be no longer required,

this might be removed at a moderate expense, to some lot between Cranston and Greenwich streets, which would furnish, for the present, all the accommodation that is needed.

To those who have witnessed the closing exercises of our schools, particularly of the High School, it is unnecessary for me to say, that they have more than maintained their former high character for excellence. At no period has the instruction been more thorough, or the results more satisfactory.

The whole number of pupils registered the past term is 7,011. There have been received into the High School, 262; into the Grammar schools, 1,954; into the Intermediate, 1,812, and 3,027 into the Primary Schools.

All of which is respectfully submitted,

DANIEL LEACH, Supt. Public Schools.

NORMAL SCHOOLS.

We have received from Hon. W. R. White his Second Annual Report of the Free Schools of West Virginia. It is carefully prepared, presenting a very clear and satisfactory view of the cause of popular education in that State. Its typography is unexceptionable. There remains a little of the old barbarian darkness lingering over this new State, but the light of free schools will soon remove it. The Superintendent remarks: "A small portion of the population oppose the system from notions of caste. They frown upon the system, as of plebian tendency. They have a fear of the institution as being fatal to their pretensions. *This fear is reasonable—and the sooner it is realized the better.*" Read the Report. Mr. White speaks to *Rhode Island*, as well as to his own State, about Normal Schools:

"The great object of these schools is to prepare teachers for the arduous duties of their vocation. During the growth and development of the educational systems in Europe and America, these Institutions came into existence. They meet a want which was long felt. The powerful influence which they exert in advancing the interests of education, puts them among the first school agencies that ought to be in operation. In our own State this fact is very patent. A Normal School would command a large patronage at the present time. The only attempt to afford the benefits of such an enterprise has been made in Marion, where the want of a building only is necessary to a complete success. I will offer some advantages among the many which these schools confer:

1st. The development of our own intellectual resources. The necessity of importing teachers will be removed. That a special talent for this profession exist amongst us has already been evolved by means of the Institutes held in the State.

2d. They will supply the greatly increasing demand for good teachers.

3d. They will diminish the cost of tuition by protecting against loss by inexperienced and unworthy teachers.

4th. They will establish a uniformity in the mode of teaching, so that pupils, by a change of teacher, will not be embarrassed by a change in the general mode of instruction.

5th. The student in these Normal Schools, by keeping ever in view the profession in which he proposes to enter, is rendered more thorough in his attainments. The consideration that he is to re-produce the lessons there learned will secure greater concentration of mind, and a keener zest in obtaining knowledge.

6th. These schools are the laboratories where theory is passed through the crucible of experiment, and that which is new is received only after it is demonstrated to be true. Many minor advantages manifest themselves in the beautiful simplicity they give to the whole machinery of education, and the inevitable success they impart to the teacher.

In behalf of the cause of education I do most earnestly, yet respectfully, ask of the Legislature a liberal appropriation by which our new State may place herself beside her sister States, in the crusade against ignorance. The economists of time, labor and money who erected those monuments of their foresight in Massachusetts, Connecticut, New York and other States have set an example for us. Those Normal schools to-day are equalled in their practical utility only by their architectural taste and beauty. Four institutions of this kind are needed in our State. Wheeling and Charleston present points very desirable for the establishment of Normal schools, in connection with a high school department. The other localities might be selected with reference to contingencies likely to arise in the establishment of an Agricultural College, and fixing the site of the State capital."

We publish the following report of the Special Committee on the health of pupils in the public schools of this city, presented at the last quarterly meeting of the School Board. The Resolutions were adopted by a very large majority of the Board, and among the advocates of them, was our "excruciatingly" good friend, Ladd.

These Resolutions relate to the most important consideration, and it is high time that our school officers and teachers should devise some means to check an overheated emulation in study at the expense of precious health, without which life becomes anything but a blessing.

Mr. Guild read the report of the special committee on the health of pupils, recommending —

First. That during the ensuing summer term no study be required of pupils out of school hours, except in the High Schools. [Adopted.]

Second. That under the direction of the Superintendent, there shall be such a modification, for the summer term, of the studies that may be found advisable in any of the schools. [Adopted.]

Third. That for the summer term there be but one session each day in the boys' department in the High School. [Adopted.]

Fourth. That all public schools be closed on the 13th day of July next, as after this period little or nothing can be expected in the way of study.

Messrs. Wheeler and W. C. Snow opposed the foregoing proposition, and Messrs. Padelford, Ladd, Fabyn and Lapham advocated it. The recommendation was adopted.

Accompanying the above report was the following resolution :

Resolved, That light gymnastics be practiced from five to ten minutes each session in all the schools, which was advocated by Mr. Burrington, and postponed to the next meeting.

Accompanying the above report was also the following resolution which was laid on the table :

Resolved, That — be and they are hereby appointed a committee to visit some of the principal cities of other States for the purpose of examining into the various methods of instruction, school discipline, and all other matters that will be found advantageous to the educational interests of our city.

The subject of the Bridgham School, upon motion of Mr. Burrington, was referred to the Educational Committee with power to act.

On motion of Mr. Lockwood, the subject of sewing in the public schools was taken up. The following resolution was passed by a unanimous vote.

Resolved, That the President be authorized to apply to the City Council for an appropriation of \$500 for the purpose of instructing the children of our city in sewing.

INCREASE OF SALARIES RECOMMENDED.—The following schedule of Salaries of the School Teachers of this city was recommended at the meeting of the School Board last week. We are gratified that the School Committee have responded so cheerfully and unanimously to the demands of simple justice, and it now rests with the Council and Board of Aldermen to give their sanction to a measure which so materially effects the prosperity of the city, by more adequately remunerating those who are laboring faithfully for the interests of the city community.

The Committee on Qualifications reported that the present salaries of the teachers was inadequate, and recommended that the School Committee, through their President, petition the City Council for permission to pay salaries not exceeding the following sums:

To the Superintendent, instead of \$2000, \$2500.

To the Principal Teachers in the Boys' Department of the High School, instead of \$1600, \$2000.

To the Assistant in the Boys' Department of the High School, instead of \$1500, \$1800.

Girls' Department of the High Schools—To the teacher in the first room, instead of \$800, \$950; to the teacher in the second room, instead of \$650, \$800; to the teacher in the third room, instead of \$600, \$750; to the teachers in the fourth and fifth rooms, instead of \$550, \$650.

To the Masters in the Grammar Schools, instead of \$1500, 1800.

To the Assistants in the Grammar Schools, instead of \$500, \$600.

To the Principals in the Intermediate Schools, instead of \$450, \$550.

To the Assistants in the Intermediate Schools and to the Principals in the Primary Schools, instead of \$425, \$500.

To the Assistants in the Primary Schools, instead of \$375, \$475.

To the Principal Teacher of Music, instead of \$1000, \$1300.

To the Assistant Teacher of Music, instead of \$400, \$800.

The report was received, and the recommendation adopted.

CULTIVATE FLOWERS.—The Hon. Wm. Sprague has purchased and, through the medium of the School Commissioner, has sent to all the rural districts of the State, flower and melon seeds to be distributed gratuitously among the most deserving pupils in each school. We hope that School Committees and Teachers will attend promptly to the distribution of these seeds, and that the pupils receiving them will reserve a choice spot in the garden for the planting and growth of them. Plant a few of them in the flower plot at the school house, to adorn your walks there, and when autumn comes we hope to hear a good report of your success in the cultivation of these beautiful children of the soil.

Suggestion to Teachers. Would it not be well to divide the papers in the distribution, and all will thus obtain a variety instead of a single paper.

THE NEW WEBSTER is glorious—it is perfect—it distances and defies competition—it leaves nothing to be desired. As a monument of literary labor, or as a business enterprise, magnificent in conception and almost faultless in execution, I think it equally admirable; and if you should die to-morrow, you may feel that, so far as earthly honor is concerned, your monument is built.

But I cannot doubt that a grateful country will appreciate the immense service you have rendered to the national language, scholarship, and reputation by this great work, and in due time render you an adequate reward.—*J. H. Raymond, L. L. D., President Vassar College.*

MANCHESTER'S PATENT "COMBINATION RULER AND STATIONERY CASE," AND STUDENT'S BOOK-CARRIER."—Here is the invention of a practical teacher for practical uses in schools. There is nothing fanciful about them like too many creations of the impractical brain, but the above articles are needed in all our schools, and as soon as they are seen by teachers they will be in great demand.

The "Ruler" is like an ordinary one in external appearance, but is made hollow and divided into convenient compartments for the reception of stationery. The cover is graduated for a linear measure and also serves the purpose of a paper cutter.

Parents, on seeing this beautiful arrangement, have universally exclaimed,— "That is just the best thing out, I must have one of those for each of my children; why, it will pay for itself in six months by saving pens, pencils, rubber, pen-wiper, &c."

Teachers, also, will be saved the annoyance occasioned by the falling of pencils, &c., upon the floor.

The Book-carrier is a convenient mechanical arrangement for carrying a single or any number of books without injury to the binding. It is also the "one thing needed" to all carriers of packages.

Stationers supplied by the house of Brewer & Tileston, 131 Washington St., Boston.

DR. RICHARDSON, THE LEXICOGRAPHER.—The latest English papers announce the death of Dr. Richardson, the lexicographer, at the age of ninety years. Making dictionaries appears to be a healthy business. It was only a few days ago that the death of Dr. Worcester, of Boston, was announced at the age of eighty-one. Walker, too, lived to a "good old age." Dr. Johnson was seventy-five when he died, and the late Noah Webster died at eighty-five. Though men of many words, they were men of few deeds, and lived free from those excitements which hasten death.

THE town of Warren has raised the salaries of its teachers nearly twenty-five per cent.

BRISTOL has raised the salaries of its teachers *very moderately*. The Committees of both these towns would do more for their teachers, if they could, but oh, those awful taxes! How they do hurt those who ought and are able to pay them. Is there liberality, justice, humanity or economy in reducing State and Town expenses to a *minimum*, so that a few can hoard and keep their wealth, and the public servants be obliged to work simply for a living?

IS THIS TRUE?—The Superintendent of Schools in the city of N. Y. thus speaks:

"The *minimum* of punishment undoubtedly accompanies the *maximum* of practical ability to teach and govern a school or class, and a careful investigation will show that by far the greater number of cases reported for punishment to the principal teachers, for offences committed in the class rooms, will be found to come from the most ineffectual and unsuccessful teacher."

SOLDIERS' ORPHANS.—The State of Pennsylvania, is doing a noble work in educating at the public expense, the soldiers orphans of that State. The children are to be kept in school until sixteen years of age, that they may then go forth as well trained and educated as they would have been under an intelligent parentage. God bless the great State of Pennsylvania, for accepting so responsible and holy a trust. Republics are not always or wholly ungrateful.

QUESTIONS FOR WRITTEN EXAMINATIONS.

PROVIDENCE PUBLIC SCHOOLS.

The Examination of candidates for the Providence High School took place on Monday and Tuesday, May 21st and 22d. The results were very satisfactory and exhibit a higher standard of scholarship than has ever before been reached by the Grammar Schools of this city. There was a great uniformity in the results of the different schools, showing an equally faithful devotion to school work on the part of the teachers of the several schools. Where all are so excellent, there need be no invidious comparisons of the schools or of the standing of each, causes outside the influence of the teacher often operating favorably or unfavorably in lowering or raising the standard of a class of scholars.

There were admitted to the High School from the six Grammar Schools, 55 boys and 85 girls, with the following average percentage :

Spelling.....	92. per cent.
Mental Arithmetic.....	81.5 "
Practical Arithmetic.....	65. "
Geography.....	75. "
Grammar.....	79. "
History.....	88.5 "

We print below the questions prepared for the examinations by the Superintendent of Public Schools.

Questions submitted to the Candidates for Admission to the Providence High School, May 21st and 22d, 1866.

WRITTEN ARITHMETIC.

1. Divide seven ten-thousandths by $\frac{.07}{3} \times \frac{6-7}{.03 \text{ } 1-5}$

$$\frac{7}{7}$$
2. What is the least common multiple of 8, 10 1-2, 12, 15, 18, and 25?
3. If 1-3 of a yard of cloth be worth 3-5 of a dollar, what are 7 2-5 yards worth?
4. A person insured his house and furniture for \$2,500 for eight years, at 1 1-4 per cent. annually; what amount of premium did he pay?
5. On a quantity of flour sold at 15 per cent. profit, a merchant clears \$750. At what cost was the flour bought?
6. What is the interest on \$2,240 at 7 3-10 per cent. from May 6, 1854, to July 7, 1861?
7. For what amount must a policy be taken out to insure on a house \$7,000 and cover the premium of 2 1-4 per cent.?
8. What is the difference between the amount of \$600 for 4 years, 3 months, and 10 days, at simple interest and at compound interest?
9. What is the value of stock which, selling at 20 per cent. above par, brings \$1,250?

10. A man bought a horse for \$200, and sold it for 10 per cent. more than he gave for it, and 5 per cent. less than he asked for it; what did he ask for it?

MENTAL ARITHMETIC.

1. A man bought a horse and saddle for 225 dollars; he gave 2-3 of 3-4 as much for the saddle as he gave for the horse, what did he give for each?

2. If A, B, and C, can do a piece of work in 3 days, and A and B can together do the same work in 4 days, in what time can C do it alone?

3. When gold is worth 26 per cent. premium, what must be paid in paper currency for 10 barrels of flour, which are worth 12 dollars a barrel, in gold?

4. If a merchant gain 10 per cent. on the sale of 25 per cent. of his goods, and 12 1-2 per cent on 15 per cent. of his goods, and lose 35 per cent. on 30 per cent. of his goods, how must he sell the remainder to gain 10 per cent. on the whole?

5. What is the time, when 3-4 of the time past noon is 1-6 of the time to mid-night?

6. If 2-5 of the sum received for goods be gain, what is the gain per cent.?

7. What is the gain per cent. when goods are sold for 9-8 of the cost?

8. An agent collects an account amounting to 336 dollars; how much must he remit to his employers, and how much must he retain for his services if he is allowed 5 per cent. for collection?

9. A spent 1-5 of his money, and 1-4 of the remainder, and gave away 12 dollars, when he found he had 1-2 of his money left. How much had he at first?

10. The base of a right angle triangle is 1-3 of the sum of the perpendicular and hypotenuse, and the sum of the length of the three sides is 48 feet; what is the length of each side?

GRAMMAR.

1. Define person, number and gender.

2. Compare the following Adjectives: ill, much, late, near, and old.

3. Name the principal parts of the following verbs: bite, chide, clothe, eat, hew, hide, load, seethe, stride, work.

4. Analyze the following sentence, and parse the words in italics: Most men know *what* they hate: *few* know what they love.

5. Parse the words in the following sentence in italics: I was not aware of *his* being so good a *scholar*.

6. The book is *his*; it is not mine. *Such as* I have, give I *them*.

7. They made *him* study. The boy was too idle to learn.

8. *Whom* have they elected *chairman*? The thought of *being good* ought to arouse us to action.

9. The boy walked his *horse*. The engineer *ran* the train. They *talked* the night away.

10. Correct the following sentences: We should profit from the experience of others. They insist on it that you are wrong. Satin feels very smoothly. Did he arrive safely? I never thought of its being him. It may have been her. Who do you think it is? Nothing can never justify such conduct. Where were you this morning when I called? The ship lays in the harbor.

GEOGRAPHY.

1. Give the boundaries of Ohio, Kentucky, New York and Georgia.

2. Name the Eastern Branches of the Mississippi river, beginning on the North.

3. Name the principal rivers of South America.
4. For what may South America be particularly noted.
5. What lakes in the Northern part of Russia.
6. Locate Havana, Charleston, Madrid, St. Petersburg and Constantinople, and give the latitude of each.
7. Locate Calcutta, Vienna, San Francisco, Algiers and Melbourne, and give the latitude of each.
8. Name the seas in and around Asia.
9. Describe the river Nile.
10. Name the principal political divisions in Africa.

HISTORY.

1. Give an account of De Soto.
2. Name the principal events in the history of the Puritans before landing in America.
3. Give an account of the settlement of Rhode Island.
4. Give an account of the settlement of New York.
5. Describe the defeat of Braddock.
6. Name the principal events in 1776, and describe the battle of Long Island.
7. Name the principal events in 1777, and describe the battle of Saratoga and Stillwater.
8. Name the principal events in 1778, and describe the massacre of Wyoming.
9. Give an account of the treachery of Arnold.
10. Name the most prominent American and English Generals engaged in the American Revolution.

SPELLING.

Palisade, skein, chaise, gauze, supersede, financier, escheat, valise, receipt, scourge, rehearse, amerce, lettuce, prejudice, mortise, chrysalis, prairie, biscuit, forfeit, authorize, advertise, analyze, patrol, resource, nuisance, rueful, feud, newt, papyrus, irascible, conceptacle, conventicle, privilege, diplomacy, poignancy, attorney, perfidy, hypocrisy, expatiate, torrefy, ossify, euthanasia, panegyric, paregoric, ipecacuanha, idiosyncrasy, pharmaceutic, ichneumon, heteroclit, inelegant.

OUR BOOK TABLE.

A THOUSAND A YEAR. By Mrs. E. M. Bruce, Boston. Lee & Shepard, 1866, pp. 263.

We have been delighted with this charming story, giving the experience of the family of a country minister who accepted "a call" to the city with a "thousand a year" as a salary. It gives many incidents illustrating human nature as found in nearly all communities, and many a pastor will find repeated here his own experience. It should be read by pastor and people, and we have no doubt both will be profited by the perusal. We like the spirit of the volume, and we must say the publishers have executed their part in fine style.

EVERY SATURDAY.—This Weekly is, in our opinion, precisely what it claims to be, — a journal of *choice* reading selected from current literature. The editor has the range of all the English and Continental Reviews, Magazines, and first-class Weeklies, which press into their service the ablest, wisest and wittiest writers of Europe. From this almost immense storehouse, he selects that which he judges best adapted to suit the taste and intelligence of the American people.

The selections in the numbers already issued have embraced a wide variety of topics, — all of interest to cultivated minds, and nearly all of a character to be highly attractive to the majority of American readers. There have been excellent short stories, thrilling adventures, exquisite poems, graphic historical sketches, popular scientific articles such as appear originally only in English and French periodicals, racy essays in biography, criticism and anecdote. In fact, it contains the cream of foreign current literature, and is offered at a price that brings it within the reach of all.

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GAIL HAMILTON has in the press of her publishers, Messrs. Ticknor & Fields, Boston, a new volume specially adapted to summer reading, and bearing the taking title of "Summer Rest." Most of the articles in this volume are now for the first time printed, and will be found equal to any of the author's most brilliant essays. Heli-carnassus appears again on the carpet; and his exploits in the way of gardening and other domestic matters are made very amusing. Gail Hamilton is never dull. Possessed of a sharp and ready wit, speaking boldly, and that too upon topics wherein women have been supposed to have but little interest, she has already gathered about her an audience, which, by its hearty appreciation of her writings, attests the truths of many of her convictions. The success of her various volumes of essays has been without a parallel; in fact she is the most successful writer of the day.

STUDENT AND SCHOOLMATE.—We have watched with much pleasure the constantly increasing interest that is manifested by the young in the magazine which for so many years has furnished much of their mental food. We have been constant readers of this little monthly visitor, and we do not hesitate in saying, that *every article* published therein contains a moral which cannot but be beneficial to those who read it. When bound it makes a beautiful volume for the Library. As lovers of the young we hope to see this magazine in the hands of *all* the youth of our land.

MR. ALLAN STEVENSON, the eldest son of Robert Stevenson, died in England, on the 23d of December last. Like his late father, he was a celebrated lighthouse engineer, and built no fewer than twenty-three lighthouses. He contributed largely to the knowledge of dioptrics, was a remarkable linguist, and author of many valuable treatises on those spheres of science with which he was most familiar.

BOOKS AT HOME.—It is not by books alone or by books chiefly, wrote Carlyle to a young friend, that one is made a man, but by standing in one's lot like a good soldier and bearing the many chagrins of it. Thinking, acting, and enduring, make character. The end of reading is not to store the memory with bare facts, but to afford materials and inspiration for original reflection—a reflection which shall prepare the mind to perceive and to adapt itself to new relations. The results of previous enquiry must be known in order to a proper comprehension and use of the truths which contemporaneous investigation is perpetually involving.

But, not to speak of this higher function and effect of books, is there nothing in their mere presence to teach? Have these mute companions, as they look down quietly from their shelves, no power to elevate the thoughts? It is certainly a presumption of the culture of a family to find it well supplied with standard works in religion, literature and science. One instinctively infers upon entering a house for the first time, that it is the abode of refinement, when he sees around him the classics of our language, done up in neat and solid bindings. On the contrary, if there be no books—whatever the taste otherwise displayed, though the mirrors be of the best French plate glass, the carpets the softest velvet, the tables inlaid with rare woods and stones, and all the appointments in keeping—one cannot but conclude, if he himself be cultivated, that there is a lack in this home of the purest taste. We have been favorably impressed, on going into families remote from city advantages, as to their social position, by observing on the tables or shelves a few choice books. The sequel has seldom altered our judgment.

Every house if possible should have its library. However humble the dwelling, let there be one room where the books are collected and systematically arranged. The sight of them will constantly instruct. There is teaching for a child in the title of a book. Will he not soon wish to know what the history is about; who are the men, what things which the cuts represent? The first conception he may form of the extent of the race to which he belongs, may be derived from the "History of the World," upon the gilt letters of which he has gazed from infancy. As books upon various subjects come daily under his eye, the different departments of knowledge will open to the mind, and the complex and wonderful character of the universe will provoke questionings. Where persons of ample means are erecting or selecting houses for homes to live in, not merely to exist in, why should not one of the most eligible rooms be set apart for the library. Why should a contracted room over the hall, or in the fourth story, or down in the basement, be devoted as worthy of the collected wisdom of the sages? Why put the books where the family never wish, and never should wish to go? The folly of devoting parlors three tiers deep to the display of rosewood and brocade, to glitter and flash at an occasional party, and pushing the books, the inspirers of thought and virtue, out of sight, is too great to need animadversion. Let the library be where the family gathers most naturally and easily; let it be in an accessible and cheerful position.

There is a glowing and commendable taste for pictures and sculpture. The best wall and choicest niche is fittingly appropriated to them. They educate as well as please. But they do not necessarily imply the taste, nor are they as real cultivators as books. Any man sprung into sudden fortune, may order a picture or a statue from a first-class artist, but will not be apt to buy the best books unless he have previous culture. Say what we may for a picture, its single æsthetic idea is soon absorbed, and though it may continue insensibly to refine, still it possesses not the ample suggestiveness of a book of equal merit. A book is a multiplex picture; it is the facts, the *book part* of a picture, not its appeal to the artistic sense, which constitutes its greatest charm and instruction for most minds. The professional or amateur artist might not view it so; simply as the evolutions of a battle, nor its moral results; would be most inviting to a scientific soldier. We claim them for the books, at least equal advantage in position with the productions of the fine arts. Why should not the productions of the pen have equal honor with those of the chisel and easel? Give to them as rich and costly array. Let Shakespeare's works be as well set as Shakespeare's head.

Next to the family altar comes, in influence upon the household, the family library. It is a strong bond of union to its members. Seated amid the companionship of the pure, the wise, the good of all ages, with philosophy to instruct, religion to sanctify, and wit to enliven, must not the memories and results of such hours be the most useful and pleasing to the whole life?—*Exchange*.

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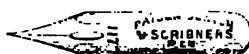
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VOLUME XII.]

A. A. GANWELL, EDITOR FOR THIS MONTH.

[NUMBER VII.

* GRAMMAR.

CONNECTIVES.

THE remaining connectives to be considered are Relative Pronouns and the connecting adverbs. A pronoun is not in its proper sense an indispensable word. It defines itself by its own composition,—a pro-noun,—a for-noun. In its original sense it only takes the place of the noun and renders speech more agreeable by avoiding a repetition of the noun for which it stands. But the definition has been extended to so many words, and so various in their meanings and offices, that pronouns are justly considered among the most difficult words for the grammarian to discuss, or for scholars to parse.

A pronoun has no meaning of its own, but is dependent upon the antecedent for its meaning. The so called personal pronouns differ from the relatives in the fact, that they show, in some of their forms, certain accidental properties of the antecedent, such as person, gender and number. The relatives have none of these properties, unless it be that of gender, but they have other properties which do not belong to other pronouns. One of these is the conjunctive power which they possess. They differ however from conjunctions in the fact, that conjunctions only join propositions without belonging to either, while relatives connect equally strong and at the same time form a part of the second proposition. Example: "God who knows all things is acquainted with our most secret thoughts."

Here *who* is the subject of the second proposition and also connects it to God, the subject of the principal proposition. This sentence might be changed to: "God is acquainted with our most secret thoughts, for He knows all things."

Let us inquire what is the property of the relative which constitutes its conjunctive power. I think if we pay attention to it we shall find such a power in the fact, that it identifies its antecedent more strongly than other pronouns.

Its conjunctive power then is its identifying power. Let me illustrate, "Men have entered the town and men steal." I have here stated two facts in two separate sentences, and although both sentences have men for their subjects, it is not shown that the men who entered the town are the thieves. "Men have entered the town and they steal." Here the inference is stronger, but it is not conclusive, that the subjects of both sentences are the same persons. The inference is not sufficiently strong to justify dropping the connective *and*. But if we say "men have entered the town who steal," the identity becomes conclusive, and the *and* is dropped. The relative who supplies the place of the noun *man* or the pronoun *they*, and the conjunction *and*; nay, it does more; for while in the use of *man* or *they* in the second proposition the identity is only implied, in the use of *who* it is rendered certain.

The relatives then represent the beings denoted by the antecedents in a vague and indefinite manner, expressing neither their nature, their qualities, nor the person under which we regard them in discourse. Hence they are, properly speaking, neither nouns, pronouns nor adjectives, but as they make of the whole conjunctive proposition a sort of adjective, which qualifies the noun in the principal proposition, some grammarians have given them the name of "conjunctive adjectives."

The proper place, as a general rule, for the relative is immediately following the noun it represents. Thus: "men who steal have entered the town." A neglect of this rule often causes ambiguity, as in the following sentence: "The brave old ship was finally wrecked upon a rock near home which had withstood the ocean for many years." It is evident that the relative clause was intended to qualify *ship*, and should have been placed next to it.

Sometimes the sense only will determine which word is antecedent to the relative, as in the following sentence: "Solomon, the son of

David, who was king of Israel," &c. As both were kings it is impossible to tell which is antecedent; but if it be written thus: "Solomon, the son of David, who built the temple," or, "Solomon, the son of David, who slew Goliath," we know at once by the historical facts, to which the relative refers.

The relative pronouns are generally considered to be four: *who*, *which*, *what* and *that*, with their compounds. *What* is sometimes improperly called a compound relative. It is no compound, but a simple neuter relative, and was formerly in good use as such; but *which* has now so nearly replaced it, that the use of *what* in its original sense as a neuter relative is inelegant, as: "The dagger what stabbed Cæsar."

In the changes which language is constantly undergoing, *what* has come to be used mostly in sentences where the antecedent is not expressed. In the sentence "This is what I mean," *what* is a true relative.

Which is now called the neuter of *who*, but etymologically it is not so. It is a compound word and was equivalent to a demonstrative and, the adjective like or equal. Its original sense is now nearly lost but it is still used with less latitude than *that*.

In the older writers *who* and *which* are both used to refer to persons, but there is a shade of difference in their meanings. While *who*, in referring to persons, simply identifies, *which* not only identifies but classifies. In the Lord's Prayer—"Our Father which art in Heaven"—I think *which* is used in its original signification. It contains the idea of likeness, and the translators of the Bible doubtless thought the importance of the expression was sufficient reason for using the most definite and appropriate word. If *who* had been used it might possibly have referred to an earthly parent who had passed from earth, but the relative *which* (like that) expresses the character of Him whom we address as Father, and discriminates between an earthly fatherhood and a Heavenly fatherhood.

It is not pretended that this meaning of *which* can be perceived in all instances, but in this prayer, the reference seems to be more to the relationship than to the person. The Dean of Canterbury remarks upon this word as follows: "From our Lord's own use so frequently of the term 'your Heavenly Father,' I think the translators were right in fixing the reference to the relationship, rather than to the person only."

The word *as* is sometimes said to be a relative pronoun, but for no good reason that I am able to discover. A relative power is claimed for it in such sentences as the following: "He received into his school as many scholars as were qualified." This is an elliptical expression, and because the relative is omitted, (as those were which were qualified,) *as* is said to supply its place and should be called a relative. But does it supply the place of the relative any more than it does the other omitted words? If we are to call *as* a relative where the relative is omitted after it, then we must also call another conjunction, *than*, a relative when the sentence is slightly changed, thus: "He received into his school more scholars than (those were which) were qualified."

The fact is, it is not safe or proper to call either *as* or *than* a relative pronoun because the relative happens to be omitted after them. In an advertisement which appeared a short time since the following sentence occurred. "Whoever will give information as shall lead to the conviction, &c." Here *as* is used in the place of which, but such expressions are not to be imitated.

After what has been said of relative pronouns, the connecting adverbs are easily disposed of. It is not the proper office of adverbs to connect. They are used to give greater force to words expressing quality or action. The adverb expressed in one word is not a necessary part of speech, for there is no adverbial idea that cannot be expressed by a preposition and its complement.

Many adverbs have been developed from relative pronouns, and in their relative origin lies their connecting power. The words *when*, *where*, *why* and *how*, are equivalent to a preposition and a relative pronoun, thus: the time in which, the reason for which, the manner in which.

If what has been said of the connecting power of relative pronouns be true, it will be easily seen why the adverbs mentioned above have a connecting power. They are pronominal in their origin, and still retain some of their original nature. They may properly be called relative adverbs.

There are a few other adverbs compounded of other parts of speech which have some connecting power, but it is not necessary to discuss them.

This completes, for the present, my remarks on the connectives.

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For as 't is meete to soake ye foete,
 Ye ailing heade to mende,
 Ye younker's pate to stimulate,
 He beates ye other ende!

Righte lordly is ye Pedagogue
 As any turbaned Turke;
 For well to rule ye District Schoole
 It is no idle worke.

For oft Rebellion worketh there
 In breaste of secrete foes,
 Of malice fulle, in waite to pulle
 Ye Pedagogue his nose!

Sometimes he heares, with trembling fears,
 Of ye ungodly rogue
 On mischief bent, with folle intent
 To lick ye Pedagogue!

And if ye Pedagogue be smalle,
 When to ye battell led,
 In such a plight, God sende him mighte
 To break ye rogue his heade!

Daye after daye, for little paye,
 He teacheth what he can,
 And bears ye yoke, to please ye folke,
 And ye committee-man.

Ah! many crosses hath he borne,
 And many trials founde,
 Ye while he trudged ye district through,
 And boarded rounde and rounde!

Ah! many a steake hath he devoured
 That, by ye taste and sight,
 Was in disdaine, 't was very plaine,
 Of Daye his patent righte!

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Fulle solemn is ye Pedagogue
 Among ye noisy churls,
 Yet other while he hath a smile
 To give ye handsome girls ;

And one,—ye fairest maide of all,—
 To cheer his wayning life,
 Shall be, when Springe ye flowers shall bringe,
 Ye Pedagogue his wife !

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Ever since that divine declaration, "By the sweat of thy brow shalt thou eat thy bread," man has been governed, to a great extent, by the law of necessity. He seems to be so constituted, that necessity alone will bring all his energies into action, and the world, as if in harmony with this principle, is not wanting in the means to task his efforts.

Nursed in the home of plenty, guided and guarded by parental wisdom and parental care, he looks out upon his future course of life, as a stream that flows unruffled by storms and unobstructed by barriers ; and yet he scarcely steps within the area of active business life, before a troop of unexpected difficulties beset him. But difficulties develop resources. From this truth has sprung the aphorism "Necessity is the mother of invention." It gives strength to the arm, vigor to the intellect, and courage to the heart ; indeed it brings every energy into action. What but the perils of the situation gives the sailor boy, high on the shrouds, such agility and firmness ? What, but the fleetness of his game, gives swiftness to the foot of the hunter ?

As the telescope of the astronomer compels the reluctant heavens to draw aside their curtains, and reveal to his sight those glittering gems, whose light has never before visited the eye of mortal, so the difficulties which ever surround the man of enterprise, bring out new developments of human character, and reveal traits that were never before recognized in the human soul.

Man is not a mere machine with certain graduated powers, capable only of accomplishing a given amount in a given length of time. He is rather a being endowed with immortal, unlimited energies, which, like a chord that vibrates loudest when hardest struck, rise

with greatest might when heaviest pressed. The energies of the soul can be brought out only by being bound by the strong cords of obligation ; and the greater the difficulties, provided they do not paralyze, the greater the man. Had the Alps never lifted their icy summits between the armies of Napoleon and the broad fields of the Po, where he had determined to plant the lily of France, the glory of ascending them had never been given to that hero of war. He never would have stood amid eternal snows and given orders to victorious legions ready to follow their leader into every danger. He was, without doubt, endowed with great natural ability ; still great results, whether physical or intellectual, are not always nor often the offspring of giant powers ; they are more the consequences of the desperate circumstances into which individuals are thrown. Cortes recognized this fact, when on landing on the wild shores of Mexico, he burned his ships, and thus left no hope of success or escape except by cutting his way through all opposition. He well knew that the valor of his men would be increased by depriving them of all means of escape. It was the deep wilds, the rough mountain passes and the fierce and subtle Aztecs, which made that renowned hero so fertile in expedients, so successful in command.

Slender and delicate is the plant that has been watered and tended in its glass-house home, untouched by the rough blasts of the tempest. Weak and timid, too, is that spirit which has never been summoned into the presence of formidable difficulties, or felt itself bound by those strong chains which the hand of necessity alone can forge. Send forth the young man into the world, unbefriended and uncared for—let poverty shake his hand with remorseless grasp, let him feel that on his own efforts hang his destinies for life, and it will call out energies that had else never been known. "I must" is a mighty stimulant. It brings every power to the same point and moves the whole man forward. If his path to eminence lies through a course of study, science has no summit too lofty for his ascent, literature no gate too strong for his entrance.

Would you witness the force of necessity upon pure mental effort, go to the chambers of debate where rival statesmen measure intellectual strength. See those champions arrayed against each other in fierce struggle. Perhaps a criminal is at the bar, and the opposing counsel know the intense anxiety both of the accuser and the accused. They feel that aching heads and throbbing hearts are around them ;

that learning and talent crowd the hall to sit in judgment on their efforts ; that their own fame hangs on the issue ; in a word, that they are the defenders of dear interests, the representatives of a nation's arguments, a nation's talent, a nation's skill, wit and wisdom. Under these influences the champions rise to the contest. Every muscle is in action. The eye glistens, the face reddens, invention plots, judgment cancels, invective lifts her scourge and imagination spreads her pinions ; and they soar " wing to wing into the loftiest regions, and grapple with each other soul to soul."

It is not, however, in the grander operations of life alone that we are able to discover the force of this law of necessity. It may be observed in the teacher's profession, both in himself and his pupils. Man is naturally prone to indolence, and needs a stronger motive than a sense of duty imparts. The law under which we are created is, " Take what you please, but pay the price for it," and the price set to every thing valuable, is labor. Especially is this true of intellectual acquisitions. Learning cannot be inherited, cannot be bought with gold, cannot even be stolen. Labor alone will purchase it. The man of science earns his fame, the teacher must earn his reputation, the pupil must labor for his rank. In the daily routine of school duties, the teacher can so manage, as to bring this law of necessity to bear powerfully upon his scholars. We hear much said about scholars loving study. This may be true with mature minds. They will doubtless study from a love of it, but children do not study, either for pleasure, or the benefits which they will derive in after years. A motive must be presented to a child's mind which will affect a child's mind. The fear of punishment, the love of praise, or the desire to obtain a reward, may be the stimulus. The way to the object lies through a *good* lesson, and when the necessity is strong enough, the object is reached. Prizes in school are generally won, not from a love of study, but from the pride the pupil feels in standing at the head. Hang the prize high up the steep ascent, where only the diligent can reach it, and you excite a contest for the mastery. Knowledge and mental discipline are as much the result of labor as the food we eat.

" He who would by plowing thrive
Himself must either hold or drive."

What men feel to be a necessity drives them in panting haste along the dusty track of business, and shall not the same great law be brought to bear upon our higher intellectual natures ? A. A. G.

WHAT SHALL CHILDREN STUDY?

DR. J. G. Holland, better known to our readers under the *non de plume* of "Timothy Titcomb," contributes the following timely article to the *Massachusetts Teacher*. The views of the Doctor upon this subject commend themselves to the good sense of every intelligent reader:

"A professor in one of the prominent colleges of New York has lately remarked that the peculiar defects of the students under his charge, relate to the primary branches of education. He says that students who come well fitted for college in the studies prescribed — students much at home in the dead languages and the mathematics — cannot write good English, and find it impossible to spell what they write correctly. It is not a month since a letter was shown to us from a New England college, written by the representative man of a literary society, which revealed a lamentable lack of spelling book. And to come nearer home — to the children among whom we move daily — we know a little girl, quick to learn, who has attended the best schools that could be procured for her all her life, a girl who can play Mozart's Sonatas with good taste and effect, who has been through Colburn's First Lessons and understood them, who has studied Geography, History, and Grammar, yet who, in the writing of a letter occupying a page and a quarter of note paper, made fifteen blunders in her Orthography. Now who is to blame for this state of things?

"The matter is becoming a serious one, alike with parents and children, and it will be well to inquire into it by the aid of the lights of experience. There are very few parents in the world who can recall what they learned of History, and Geography, and Philosophy, and Astronomy, before the age of thirteen, as anything of positive value to them. We would like to have every man and woman who takes interest enough in this article to read it, try to recall and survey the actual practical benefits resulting from the early pursuit of these studies. How much do you know about them now, that you learned then? Do you remember a single valuable fact of History, or Geography, or Philosophy, that you acquired then? Are you not painfully conscious that the months and years which you devoted in your childhood to the acquisition of dry rules and facts, of whose value and relations you knew nothing, were thrown away? Do you-

not feel that if, during those years, you had been taught to write the English language in a legible hand and in a presentable style of composition, you would have gained something that would be of incalculable value now ?

“ It is notorious that, though our people in general are better educated than any other people on the earth, the rarest accomplishments are those of good reading and good writing. Men and women are coming every day into the active work of life with an absolute hatred of the pen. They come out of the common schools, the seminaries, and the colleges, with a decided aversion to the writing of their mother tongue, and a marked inability to do it creditably. Indeed, the cause of this dislike of writing, abides in the consciousness of inability to write well. Men get into the business routine of letter-writing, after a stupid, formal sort, but are all afloat when asked to write a petition to the city council, or when they undertake to write a letter to a newspaper, or even to a friend. Women, upon whose education thousands of dollars have been expended, write the merest baby-talk to their correspondents, and write no more frequently than they are obliged to write. Nothing scares them so much as to be obliged to write a letter to either a man or a woman who writes well.

“ Now we believe that one of the leading objects of all our early training in the schools should be the acquisition of the power to write the English language as readily and as well as we can speak it. We believe that the foundations of this power can all be laid before the age of thirteen, so that the writing of a composition will be a pleasure and not a pain, an honor and not a disgrace to the writer. Perfect spelling should be and can be acquired before this age. The orthography of the language is something that the childish mind acquires just as readily as the mature mind, and childhood should abundantly suffice for this work. By the present practice, we do not educate, we cram. There is no educating a power and faculty — only a stuffing with facts which the recipient has no power to state.

“ Reformation in the process of juvenile training has carried us all backward. The good old plan of studying, first of all and thoroughly, reading, spelling, writing, and arithmetic, was the best plan ; and some of the old people, in their hand-writing and their orthography, shame their grandchildren of to-day. A child who, at the age of thirteen can write a good hand, spell correctly, and express himself with his pen in plain English, and who knows enough about Arith-

metic to make change across a counter without scratching his head, has done better than most children. And a child who has not accomplished all this, but has devoted his time instead to studies so exacting as to forbid attention to these more simple and more essential pursuits, has (to the shame of his teachers be it said) wasted his time. At the age of fourteen, a child will learn more in one month about Geography, Philosophy, Chemistry, etc., than he can learn in one year at the age of ten. The time devoted to History by a child of ten, eleven or twelve, and thus taken from that necessary to the acquisition of the power of writing well, is time wasted; for at the age of sixteen or twenty, more history will be acquired by three days of intelligent reading, than by a whole term of juvenile study. It does not avail to say, that discipline and not the acquisition of facts is the object sought. There is no discipline for the young mind, or even for the mature mind, that equals that which comes from the organization and expression of thought; and we are doing an absolute wrong to our children by permitting them to be defrauded of this discipline, and the accomplishments and advantages that go with it."

THE WHOLENESS AND HOLINESS OF HEALTH.

BY GEORGE W. BUNGAY.

IDEAS of freshness, sweetness, symmetry, beauty, strength and purity are associated with health; a closer and more critical analysis of the subject reveals other attractions. In its freshness we see the rosy glow of Nature indorsing obedience to her laws; in its beauty the stamp of divinity, which marks the perfect development of manhood; in its purity that approximation to holiness, without which no man shall see the Lord. Those who look at the surroundings of nature through eyes of lust and an ungoverned appetite, do not look through nature up to the God of nature; their vision is clouded and limited, and that sphere, which should be a hemisphere of stars above and flowers below, is a narrow basement, whose shelves are stored with luxuries for the gratification of animal appetites. The reader must not suppose that I intend to provoke a theological dis-

cussion, nor that I advance any new theories in regard to religion. I do not undervalue the "salvation of the soul," but I insist on the salvation of the body. We have ten thousand good and able men who uphold the former, but few to speak a word in behalf of the latter. Every Sabbath we are told with great unction that we have immortal souls to save and a great destiny to attain in the after life; and of this I do not complain; it is our bounden duty "to make our calling and election sure." But we must not neglect the saving of the body. He who created the soul created the body also, and it must be saved—from sickness, from disease, from premature old age and untimely death.

A soul is of little use in this life without a body; the healthier and stronger the body, the more useful and powerful the soul can be if well poised and well directed. Health is of more value than money or fame or honor; it is the highest and greatest of all temporal blessings; with it men can win wealth and distinction; without it they can not enjoy the advantages that are purchasable nor the honors that may be showered upon them. Can a man whose nerves are unstrung by sickness, whose brain is fired by fever, whose stomach is the receptacle of food which it cannot digest, whose days are filled with pain, and whose dreams are peopled with demons astride of nightmare, enjoy the ovation which follows fame or the luxury which waits for the command of fortune? Ill health is an interdict on happiness. It spoils the taste of wholesome food. It shrinks from the all-embracing and vivifying atmosphere. It shudders at the touch of water. It refuses the consolation of forgetfulness in sleep. It annoys and torments its victim, until he grapples with it and ousts it from his system, saying: "Get behind me, blue devil." This he must do, or it will hasten him to his narrow bed in the graveyard. This he can do in ninety-nine cases out of a hundred, if he has resolution, "grit," perseverance, common sense and good advice, with courage sufficient to follow it. This it is his duty as well as his privilege to do, for he has no right to allow his life to be a failure—no right to set the bad example of sickness—no right to die before his time—no right to leave undone the good he might have done but for his indisposition. More than half the misunderstandings which ripen into angry discussions and quarrels and war—personal and national—may be traced to the distorted impressions made upon sickly minds in unhealthy bodies. For lack of unclouded vision, they cannot see the fair and

beautiful proportions of truth and justice and true piety. Living men and women, who stand up for right and liberty and justice, are to them either frightful ghosts in a fog, or real enemies to be put down and silenced. Sickness never fails to warp the judgment, to dim the fancy, to vitiate the taste, to impair the passions, and to make the mind the medium of faint and imperfect ideas of civilization, of culture, of politics. If the poet is ill, his verses will be blue; if the editor is ill, his paper will be blue; if the preacher is ill, his sermon will be blue; if the doctor is ill, his patients will get blue pills. The orator who wishes to move his auditors with touches of pathos and humor and fiery logic and peals of eloquence should have a healthy soul in a healthy body. He will then have power to mould the minds of his hearers, to shape their thought and emotion, and impress their hearts with the eagle stamp of his genius. He will feel the hearts of his hearers beating against his own and in unison with his, and he will prove himself a man of power, while the feeble and faint utterance of the speaker who is only half alive will lull the listener to sleep or provoke unpleasant suggestions. There is a good wholesome flavor in the well considered speech of a man or woman of robust health. The words fall like drops of balm upon the ear, and not like drops of distasteful medicine from the mouth of a vial. The former are pleasant and never refused—the latter are swallowed with closed eyes and a wry face. The public should utter its protest against the habit of writing books when the mind and body have been prostrated by over-work or over-indulgence of appetite. How often are we invited to read the dyspeptic productions of men who have not strength enough to do anything but wield a pen, and who think they have the requisite qualifications for authorship, simply because they can link letters in syllables and marshal words into paragraphs. That we have good books written by invalids is a fact not to be disputed; but they are the exceptions to the rule, and there can be no doubt that the books would have been written better had the authors felt the vigorous pulse-beat of healthy blood throbbing from the heart to the finger-tips and palpitating on the paper. If the poet would give his parish of readers thought, feeling, imagination, fused with judgment and taste, as flame is fused with flame, he must not shut himself up in an air-tight garret, and refuse to write until he has exhausted the oxygen in his apartment; he must knock a sky-light through the roof and let in the sun and air, and look up

at that blossom of blue and gold—the sky—and breathe into his lungs the atmosphere which is the breath of life. His poetry will circulate the better if he has a healthy circulation of his own. Columns of namby-pamby versification come from the pens of men and women of culture and talent, aye, and genius, because they write at the call of money, when the muse has not been consulted, when the financier has had more influence than the fancy. There will be unsteady pulsation in the poetry of writers who are the creatures of circumstances, and who pen verses when they should be going through the muscular movements of health.

Thomas Carlyle, who is a hale old man of seventy and a hard worker, recently made a speech before the students of Edinburgh. The following extract not only gives a specimen of his style, but is pertinent to the subject of health :

“Finally, gentlemen, I have one advice to give you which is practically of very great importance. In the middle of your zeal and ardor—for such, I believe, will be sufficient in spite of all the counsels to moderate it that I can give you; I have no doubt you will have among you people ardently bent to consider life cheap, for the purpose of getting forward in what they are aiming at of high—but you are to consider throughout, much more than is done at present, and what it would have been a very great thing for me if I had been able to consider—that health is a thing to be attended to continually—that you are to regard that as the very highest of all temporal things for you. There is no kind of achievement you could make in the world that is equal to perfect health. What to it are nuggets and millions? The French financier said: ‘Alas! why is there no sleep to be sold?’ Sleep was not in the market at any quotation. It is a curious thing, that I remarked long ago and have often turned in my head, that the old word for ‘holy’ in the German language—*heilig*—also means ‘healthy.’ And so *heilbronn* means ‘holy-well,’ or ‘healthy well.’ We have it in the Scotch hale; and I suppose our English word whole—with a ‘w’—all of one piece, without any hole in it—is the same word. I find that you could not get any better definition of what ‘holy’ really is than ‘healthy’—‘completely healthy’—*mens sana in corpore sano*. A man with his intellect a clear, plain geometric mirror, brilliantly sensitive of all objects and impressions around it, and imagining all things in their correct proportions—not twisted up into convex or concave, and distorting

every thing so that he can not see the truth of the matter without endless groping and manipulation — healthy, clear and free, and seeing all round about him. We never can attain that at all. In fact, the operations we have got into are destructive of it. You can not, if you are going to do any decisive intellectual operation — if you are going to write a book (at least I never could) — without getting decidedly made ill by it, and really you must if it is your business, and you must follow out what you are at — do it sometimes, but at the expense of health. Only remember at all times to get back as fast as possible out of it into health, and regard the real equilibrium as the centre of things. You should always look at the *heilig*, which means holy, and holy means healthy. Well, that old etymology — what a lesson it is against certain gloomy, austere, æsthetic people, that have gone about as if this world were all a dismal prison-house. It has indeed got all the ugly things in it that I have been alluding to; but there is an eternal sky over it, and the blessed sunshine, verdure of spring, and rich autumn, and all that, in it too. Piety does not mean that a man should make a sour face about things, and refuse to enjoy in moderation what his Maker has given. Neither do you find it to have been so with old Knox. If you look into him you will find a beautiful Scotch humor in him, as well as the grimmest and sternest truth when necessary, and a great deal of laughter. We find really some of the sunniest glimpses of things come out of Knox that I have seen in any man; for instance, in his ‘History of the Reformation,’ which is a book I hope every one of you will read — a glorious book. On the whole, I would bid you to stand up to your work, whatever it may be, and not be afraid of it — not in sorrow or contradiction to yield, but to push on toward the goal; and do not suppose that people are hostile to you in the world. You will rarely find anybody designedly doing you ill. You may feel often as if the whole world is obstructing you, more or less; but you will find that to be because the whole world is travelling in a different way from you, and rushing on in its own path. Each man has only an extremely good will to himself — which he has a right to have — and is moving on toward his object. If you find many people who are hard and indifferent to you in a world that you consider to be un hospitable and cruel — as often, indeed, happens to a tender-hearted, striving young creature — you will also find there are noble hearts who will look kindly on you, and their help will be precious to you

beyond price. You will get good and evil as you go on, and have the success that has been appointed to you."

Carlyle, naturally a stout, hearty man, acknowledges bravely his own violations of the physical laws by his overwork. In his dyspeptic moods he has said harsh things of this country. He said that our civil war was only the burning out of a foul chimney; that America is a nation of bores, and intimated that nobody reads an American book; and yet the eminent and scholarly old grumbler wrote a preface to Emerson's works when they were printed in England. He is a cynic when his stomach is out of order, but he stands erect and speaks out manfully after a journey from the fogs of London to the "wind-beaten hills" of Scotland. There is the odor of early violets and the freshness of the waterfall in his speech before the enthusiastic and applauding students. Fifty years ago he graduated there. Since that time he has struggled up, in the face of adverse circumstances, into fame—toiling day and night, in season and out of season now smiling, now scolding—now a philanthropist, then a cynic. A philosopher could trace his history by his works as easily as the geologist can trace the history of the earth by the different strata of rocks revealed by his explorations. Now he had overtaken himself and was ill, so he spurns at his dislikes, and shams and humbugs are trampled in the dust; now he has regained his health, and is as pleasant as a balmy day in June.—*Herald of Health*.

INFLUENCE OF LIGHT ON PLANTS.

THE Academy of Sciences has received from M. Duchartre a highly interesting communication on certain well-known plants called creepers, because their stalks, too weak to support themselves, tend to twine round the nearest objects. They generally do this from left to right, that is inversely to the motion of the sun, but some species turn in the contrary direction, and it is impossible to make either one or the other change its direction. Palm, Von Mohl, Dutrochet, and latterly Charles Darwin, have successively expressed the opinion that light was the cause of this tendency, but further experiments being wanting to confirm this theory, M. Duchartre, who had discovered

that the Chinese yam could live a long while in the dark, resolved to try the effect of absence of light upon it. At the end of May last, he placed one in a pot, and as soon as it showed its stem above ground, he took it down to a cellar, where it remained in complete darkness until the 2d of August following. The stem, in the course of seven weeks, grew to the length of a metre and a half. It looked withered and whitish, but was upon the whole strong and even stiff, and perfectly straight, showing nowhere a tendency to twine itself round the stick which had been placed there for its support. Another yam was planted nearly a month later, and left exposed until daylight, until it had twined itself twice round its stick. It was then taken and placed in the cellar, where its stem, still obeying its natural tendency, went round once more, but in a more vertical direction than before; after which it grew straight up along its pole, to which it was fastened as it grew. It was now again taken up in the garden, where it immediately began to twine round again, making five close turns; and when it was once more taken down into the cellar it continued its growth again in a straight line, and so on, according as it was alternately in the light or in the dark. The same phenomenon was observed, not only in the yam or *Dioscorea Batatas*, but also in the *Mandevillea suaveolens*; but on the other hand the bean and the *Ipomœa purpurea* continue to twine round their supports in the dark. — *Galignani*.

No bird can fly with the rapidity of an insect, or for so long a time. The butterfly has the best constructed wings known to science, and they are made upon the plan which civil engineers have unanimously declared to possess the greatest lightness and strength.

SOME promises broken, while trust was twining its tendrils round them, seem like a mighty oak blasted by a lightning flash, with blackened vines clinging to it, its bare arms reaching upward in its agony.

QUESTIONS FOR WRITTEN EXAMINATIONS.

PRACTICAL ARITHMETIC.

1. If 4 and two-fifths bushels corn, at \$1.25 per bushel, are given for $3\frac{3}{4}$ bushels wheat, how many dollars must be given for 8 and four-ninths bushels wheat?

2. A surface ten-elevenths rd. wide, contains 2 roods, 20 sq. yards,—what part of a mile is its length?

$$3. \left[\frac{\frac{8}{11}}{\frac{7}{22}} \times \frac{9\frac{1}{2}}{.05-6} \times \frac{.041-5}{1} \right] + \frac{.05-7}{1} = ?$$

4. Divide \$1,345 among A, B, and C, so that when A receives \$3 $\frac{1}{2}$, B shall receive \$2 and four-fifths, and C shall receive \$4 and one-sixth, as often as A receives \$6 and one-ninth.

5. Get the L. C. M of $\frac{15}{22}$, $\frac{35}{99}$, 4 and one-sixth.

6. A merchant bought a piece of goods containing 120 yards, at \$1.25 per yard; he also paid two-thirds of a cent a yard expressage. For what must he sell them per yard to make a profit of 25 per cent. if they fall short in measuring, two-thirds of a nail each yard?

7. I bought goods at 9 and one-eleventh per cent. less than their real worth, and sold them at 8 $\frac{1}{2}$ per cent. less than their real value. Required the gain or loss per cent.

8. For what sum must a note payable in 5 months be written, that when discounted at a bank, money enough may be received to purchase a house-lot 8 rods long, 115 feet, 6 inches wide, and worth at the rate of \$5000.00 per acre?

9. A note for \$800.50, dated Jan. 10, 1860, and payable in 90 days, was discounted at a bank March 1st, 1860. When was it due, and what sum was received on it, money being worth 56 $\frac{1}{2}$ per cent.?

10. The area of a right-angled triangle is 192 feet; the perpendicular is to the base as 2 to 3. Required the hypotenuse.

GRAMMAR.

1. Write the possessive singular and plural of mistress, ox, child, woman-servant, deer, thou, beau, daughter-in-law, she, who.

2. How is the possessive case of nouns formed?

3. (*To be written as dictated by the teacher, and to be criticised in all particulars.*) The Hon. Charles Sumner, M. C., and the Rev. Barnas Sears, D. D., LL. D., President of Brown University, passed over the South Shore Line Railroad to New York, March 15, 1866. They discussed the reasons set forth in President Johnson's Message for vetoing the "Freedman's Bill," also the probabilities of a war with France, and the duties which the times impose upon patriots, educators and Christians. Mr. Sumner proceeded directly to Washington, D. C., and entered the Senate Chamber just as the Clerk was directed to call the roll. Dr. Sears, after visiting Union College and the Five Points Mission, took passage upon the New York and Erie R. R., intending to continue his journey to the State University of Michigan.

4. Write five sentences—the first containing who, second person, plural number; the second, which, singular number, objective case; the third, whom, common gen-

der; the fourth, *THAT*, singular number, second person; the fifth, *WHICH*, plural number, nominative case.

5. Sink or *swim*, live or die, survive or perish, I give my heart and hand to this vote. (Parse *swim*.)

6. How do you *do*? (Parse *do*.)

7. Feeble sentences are, generally, if not always, the result of feeble thought. (Analyze.)

8. Write a composition of at least ten lines. Subject—General BURNSIDE.

9. *What* is man, *that* thou art mindful of him? (Parse *what* and *that*.)

10. Do thy duty, think not *toil* to *shun*. (Analyze, and parse *toil* and *shun*.)

GEOGRAPHY.

1. Name ten mountainless States of the Union.

2. What waters must be sailed upon to circumnavigate Long Island? Cuba?

3. Name ten rivers that empty into the gulf of Mexico.

4. Locate ten of the largest towns in the Mississippi Valley.

5. Why is the climate of New England warmer in summer than in winter?

6. Bound the Atlantic State containing the highest mountain peak.

7. Bound the North frigid zone; also, the Mediterranean sea.

8. Name the principal productions (vegetable) of the East Indies.

9. A board floated from lake Superior to New Foundland; it was then taken in a vessel "around the Horn" to Canton. Name the waters, in order, over which it passed.

10. Name the countries wholly or in part in the torrid zone.

HISTORY.

1. Name the causes of the Revolution.

2. Give a condensed account of the whole matter of "unjust taxation." (One page foolscap.)

3. Name fifteen places where battles were fought, and the date.

4. Name fifteen American officers that participated in the Revolution.

5. Name ten British officers that participated in the Revolution.

6. Events of 1781.

7. All about currency.

8. Condensed account of Washington's campaign, 1776. (One page.)

9. What places were taken from the French during the French and Indian war, and when? What places were captured from the English, and date?

10. Name the colonies founded previous to 1650, in order of settlement.

SPELLING.

Foci, radii, vignette, acrimony, tendril, seize, tease, thief, smoky, earthen, fitting, duration, pattern, eighty, ferocious, tigress, whimsical, mercenary, ablution, almanac, irascible, ecclesiastic, nefarious, disparity, amenable, beneficent, rarefy, rueful, super-sede, vicissitude, quorum, mortise, contemptible, niche, turbulent, superficies, heinous, coerce, billiards, bilious, parole, control, unroll, patrol, toll, foal, mole, sole, stroll, soul, pole, bole (clay), boll (pod), bowl, console, poll, whole, knoll, stole, cajole, hole, pistole, roll, coal, goal, dole, tole, siege, sieve, skein, mien, fruit, jeer, oust, ooze, psalm soue, stretch, quoin, debt, depth, myth, corpse, eel, beeves, gist, czar, shirk, allegeable, incorrigible, ignitable, discernible, parallels, militia, surcingle, pleasurable, assafœtida, despicably, rendezvous, manœuvre.—100.

EDUCATIONAL INTELLIGENCE.

RHODE ISLAND INSTITUTE OF INSTRUCTION.

At a meeting of the Executive Board, held June 2d, at the office of the School Commissioner, there were present,—President Bicknell, Messrs. Chapin, Mowry, Hoyt, Clarke, Cady, Collins, Snow, DeMunn, and Stockwell.

After a lengthy and animated discussion upon the needs of the State in connection with the Institute, and the most effective way in which they can be supplied, during which the unanimous opinion was expressed that greater concentration of effort on the part of the Institute was highly essential,

VOTED, That one Institute of Instruction, besides the annual meeting, be held the ensuing year.

VOTED, That a committee of five, including the President, School Commissioner, and Secretary, be appointed to decide upon the time and place, and also to make all necessary arrangements.

Messrs. Mowry, Cady, and Snow, were thus appointed.

VOTED, That a committee of six, including the President, Secretary, and School Commissioner, be appointed to arrange for the annual meeting.

Messrs. Clarke, Hoyt, and DeMunn were thus appointed.

VOTED, That a committee of five, including the President and School Commissioner, be appointed to confer upon the subject of the educational interests of the State; and, if deemed advisable, to memorialize the legislature with reference to the matter.

Dr. Sears, Prof. Greene, and Mr. Hoyt, were thus appointed.

Adjourned.

T. W. BICKNELL, President.

T. B. STOCKWELL, Recording Secretary.

NATIONAL BUREAU OF EDUCATION.

THE following article which explains itself fully, is commended to the careful attention of our readers. While we are causing order to evolve from chaos, it is well that the government should recognize the importance of popular education as a civilizing agency, and if possible, inaugurate such measures as will extend the influence of the Common School to the benighted South. The organization of such a Bureau of Education as is here contemplated, would seem a long stride in the proper direction:

AN APPEAL TO CONGRESS.

To the Honorable, the Senate and House of Representatives of the United States:

At a meeting of the National Association of State and City School Superintendents recently held in the city of Washington, D. C., the undersigned were appointed a committee to memorialize Congress for the establishment of a National Bureau of Education.

It was the unanimous opinion of the Association that the interests of education would be greatly promoted by the organization of such a Bureau at the present time; that it would render needed assistance in the establishment of school systems where they do not now exist, and that it would also prove a potent means for improving and vitalizing existing systems.

This it could accomplish :

I. By securing greater uniformity and accuracy in school statistics, and so interpreting them, that they may be more widely available and reliable as educational tests and measures.

II. By bringing together the results of *school systems* in different communities, States, and countries, and determining their comparative value.

III. By collecting the results of all important experiments in new and special methods of *school instruction and management*, and making them the common property of school officers and teachers throughout the country.

IV. By diffusing among the people information, respecting the school laws of the different States; the various modes of providing and disbursing school funds; the different classes of school officers, and their relative duties; the qualifications required of teachers, the modes of their examination, and the agencies provided for their special training; the best methods of classifying and grading schools; improved plans for school houses, together with modes of heating and ventilation, etc.,—information now obtained by only a few persons, and at great expense, but which is of the highest value to all intrusted with the management of schools.

V. By aiding communities and States in the organization of school systems in which mischievous errors shall be avoided, and vital agencies and well-trying improvements be included.

VI. By the general diffusion of correct ideas respecting the value of education as a quickener of intellectual activities; as a moral renovator, as a multiplier of industry, and a consequent producer of wealth; and finally as the strength and shield of civil liberty.

In the opinion of your memorialists it is not possible to measure the influence which the faithful performance of these duties by a National Bureau would exert upon the cause of education throughout the country; and few persons who have not been entrusted with the management of school systems can fully realize how wide spread and urgent is the demand for such assistance. Indeed, the very existence of the Association which your memorialists represent, is itself positive proof of a demand for a national channel of communication between the school officers of the different States. Millions of dollars have been thrown away in fruitless experiments or in stolid plodding, for the want of it.

Your memorialists would also submit, that the assistance and encouragement of the General Government are needed to secure the adoption of school systems throughout the country. An ignorant people have no inward impulse to lead them to self-education. Just where education is most needed, there it is always least appreciated and valued. It is indeed a law of educational progress, that its impulse and stimulus come from without. Hence, it is, that Adam Smith, and other writers on political economy, expressly except education from the operation of the general law of supply and demand. They teach, correctly that the demand for education must be awakened by external influences and agencies.

This law is illustrated by the fact, that entire school systems, both in this and other countries have been lifted up, as it were bodily, by just such influences as a

National Bureau of Education would exert upon the schools of the several States, and this, too, without its being invested with any official control of the school authorities therein. Indeed, the highest value of such a Bureau would be its quickening and informing influence, rather than its authoritative and directive control. The true function of such a Bureau is not to direct officially in the school affairs in the States; but rather to co-operate with and assist them in the great work of establishing and maintaining systems of public instruction. All experience teaches, that the nearer the responsibility of supporting and directing schools, is brought to those immediately benefitted by them, the greater their vital power and efficiency.

Your memorialists beg permission to suggest one other special duty which should be entrusted to the National Bureau, and which of itself will justify its creation, viz.: An investigation of the management and results of the frequent munificent grants of land made by Congress for the promotion of general and special education.

It is estimated that these grants, if they had been properly managed, would now present an aggregate educational fund of about five hundred millions of dollars. If your memorialists are not misinformed, Congress has no official information whatever respecting the manner in which these trusts have been managed.

In conclusion, your memorialists beg leave to express their earnest belief, that universal education, next to universal liberty, is a matter of deep national concern. Our experiment of republican institutions is not upon the scale of a petty municipality or State, but it covers half a continent, and embraces people of widely diverse interests and conditions, but who are to continue "one and inseparable." Every condition of our perpetuity and progress as a nation, adds emphasis to the remarks of Montesquieu, that "it is in a republican government, that the *whole power of education is required.*"

It is an imperative necessity of the American Republic that the common school be planted on every square mile of its peopled territory, and that the instruction therein imparted, be carried to the highest point of efficiency. The creation of a Bureau of Education by Congress, would be a practical recognition of this great truth. It would impart to the cause of education a dignity and importance which would surely widen its influence and enhance its success.

All which is respectfully submitted.

E. E. WHITE, State Com. of Common Schools of Ohio.

NEWTON BATEMAN, State Supt. Pub. Inst. of Illinois.

J. S. ADAMS, Secretary State Board of Education of Vermont.

Washington, D. C., Feb. 10, 1866.

A BILL TO ESTABLISH A NATIONAL BUREAU OF EDUCATION.

1. *Be it enacted by the Senate and House of Representatives of the United States in Congress assembled,* That there be and hereby is established in the Department of the Interior a Bureau of Education, for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing among the people such information respecting the instruction, organization, and management of schools and school systems as shall assist communities and States in the maintenance of efficient school systems, and otherwise promote the cause of education throughout the country.

2. *And be it further enacted,* That there shall be appointed by the President, by and with the advice and consent of the Senate, a Commissioner of Education, who,

under the direction of the Secretary of the Interior, shall be intrusted with the management of the Bureau herein established, and who shall receive an annual salary of — dollars, and who shall have authority to appoint, not to exceed — clerks of the first class, and — clerks of second class, &c.

SEC. 3. *And be it further enacted,* That it shall be the duty of the Commissioner of Education to present annually to the — a report embodying the results of his investigations and labors, together with a statement of such facts and recommendations as will, in his judgment, subserve the purpose for which this bureau is established. In the first report made by the Commissioner of Education under this act, there shall be presented a statement of the several grants of land made by Congress, to promote education, and the manner in which those several trusts have been managed, the amount of funds arising therefrom, and the annual proceeds of the same, as far as the same can be determined.

THE CAUSE OF EDUCATION IN ALABAMA.

THE following extracts from the Report of Hon. John Ryan, Superintendent of Education in Alabama, made to the Governor, April 1st, 1866, will be read with interest. The educational interests of that State are in the right charge. The report is well and forcibly written and contains wise and comprehensive views. We hope the South will heed them. After referring to the material interests of the State, he says :

“ Let others lament our material losses—they may hardly be exaggerated. Let others descant upon our political disabilities, and how they may be borne or remedied. Below none of these, in its relation to the welfare of the State, is the present condition of Education. It furnishes matter for profound and painful solicitude to every one who rises above the minor questions pressing for immediate solution. Intellectual disorders are not so readily perceived as physical ones, but they have greater significance. The influences and facts here brought to view may not be so striking and palpable as burnt villages, desolated farms, railroads, mills, and bridges destroyed, and other ravages of war upon property, but they are even more lamentable. They point to losses that are heavier, and to evils that will be more lasting. They will be felt hereafter, as they are not now. Noiselessly and mightily will they mould our institutions and our destiny. Their effects will be seen and traced by the philosophic historian, long after our material devastations have been repaired by the hand of industry.

“ Here is loss indeed, irreparable loss, which cannot be measured. Houses may be rebuilt, and fields recovered to teeming harvests; but what shall we say of a people who have halted in the march of mind, while the rest of the world has passed on? The strife of arms has ceased, it is to be hoped, forever; but the nobler conflict of intellect continues. Individuals, communities, States, and sections, must define, defend and guard their rights, contending for their places, and competing for their honors and privileges, in a great and indissoluble Union. Here is labor, here is trial of learning, wisdom, eloquence, diplomacy, and all the high arts by which mind masters mind. What is to be the record of a people entering upon this struggle, to which recent events have given an impulse, without the advantages of mental discipline? Such is the case, and such the crisis. Let us not idly repine. No time is to be lost. We must have our system of Public Instruction on its feet, promptly.

Every department of education, from the primary school to the University, must be vigorously set forward. Let every public-spirited citizen put his hand to the work. Let the patriot urge it, and the press publish it, and the pulpit preach it. We need make no apology for putting under the patronage of the Southern pulpit such a paramount interest. We are behind none in admiration of the purity and singleness which it has maintained, holding to its high theme, and discarding the fanatical and political issues and intermeddlings that have elsewhere been a weakness and reproach. But we may be allowed to vindicate the suggestion, by alluding to the well-established general principle, that moral reforms are most permanent and self-propagating, when once effected, among educated communities. Mental training tends to chasten those baser passions and lusts of human nature, which it is the object of moral training to transform or destroy. Education puts the mind and heart into a state of receptivity and appreciation for the sublime truths of Christianity. It is no wonder, then, that the church practically encourages learning and is the patron of education.

"The Southern press is invited to look at this spacious field. What good can you effect now for our people in political reforms? What may you not do for them and posterity by bringing all your power to bear upon this vast interest, when it pleads so loudly for help?

"One marked result of the late revolution is, that, to a very considerable extent, our progress is to be upon new modes and new ideas. Agriculture, with its routine of unskilled, and, for the most part, servile labor, is not to be henceforth what it once was. Less width of soil, and more depth of mind, will mark its individual prosecution. Toil-saving expedients and ingenuity, in stimulating production, will enter into competition in this noble industry. The mineral and manufacturing wealth of Alabama is to be explored and developed; and educated mind will be required for this. Old habits, hereditary wealth, prescriptive position—all are, more or less, broken up, or rendered uncertain by the upheaval which social institutions are undergoing, and the educated element will have peculiar advantage in the reconstruction following. This reasonable conviction seems to be taking hold of the minds of our youth. Out of limited means, the remnants of their fortunes, many parents are sending their sons and daughters, under great disadvantages, to the few schools and colleges that fortunately remained to us in operation at the close of the war, or, are sending them out of the State. Education is now esteemed the wealth, an inheritance beyond reverses, and that cannot be taken away. When this conviction becomes general, our schools will at once revive, not waiting for the revival of trade or agriculture, or the settlement of pending questions in politics.

"Another hopeful consideration is the practicability of obtaining good teachers. Want of these has ever been felt. It is not so now. Men and women, well qualified for instructing and training youth, stand ready for employment. The Providence, that out of evil still educes good, makes this result a most timely one, and fortunate. The laborers are to be had, and they are worthy of their trusts and of their hire. A little correspondence and circumspection, it is believed, can secure to every school neighborhood in Alabama a competent teacher. Only let the people awake to the responsibilities and possibilities of this work. In addition to your own children, the fatherless children of confederate soldiers, in every township, plead with you. Deny them not that help, by which they may best help themselves and become an honor to your country and theirs. Build school houses. Contract with teachers. Let individuals pay what they can toward their salary, and the State will come forward with the usual aid. Labor is valuable, but no child that can be spared from the schoolshop should be kept from school."

NATIONAL TEACHERS' ASSOCIATION.—EIGHTH SESSION, AUGUST 15th, 16th & 17th, 1886, AT INDIANAPOLIS, INDIANA.

ORDER OF EXERCISES.—WEDNESDAY, AUGUST 15TH.

- 8 o'clock A. M.; Meeting of the Board of Directors.
- 10 o'clock A. M.; Organization of the Association.
- An address of welcome, by His Excellency Governor Morton, of Indiana.
- 11 o'clock A. M.; A paper, "The Educational Needs of the Border States," by Hon. W. R. White, Superintendent of Public Instruction, West Virginia.
- Miscellaneous business.
- 2½ o'clock P. M.; A discussion: "What proportion of their time should the young spend in school up to the age of sixteen?"
- 3½ o'clock P. M.; A paper, "The Duties of an American State in respect to Higher Education," by Prof. William F. Phelps, Principal of the State Normal School, Winona, Minnesota.
- A discussion of the same subject.
- 8 o'clock P. M.; Annual address of the President of the Association.
- Miscellaneous business.

THURSDAY, AUGUST 16TH.

- 8¼ o'clock A. M.; Prayer and reading minutes.
- 9 o'clock A. M.; A paper, "The Relations of the National Government to Education," by Hon. O. Horsford, Superintendent of Public Instruction, Michigan.
- A discussion of the same subject.
- 11 o'clock A. M.; A discussion, "What is the best remedy for Irregular Attendance and Truancy, especially in large cities?"
- 2½ o'clock P. M.; A paper, "The Condition of the South as respects Education," by Dr. J. Berrien Lindsley, Chancellor of the University of Nashville, Tennessee.
- A discussion: "What service can this Association render in the work of establishing Free Schools in the States lately in rebellion? Ought an Agent of the Association to be appointed to visit the South and assist in the organization of Free school systems?"
- 8 o'clock P. M.; A lecture, "The Psychology of St Paul, being a new interpretation of the Flesh and the Spirit," by Rev. Jesse H. Jones, New York.
- Miscellaneous business.

FRIDAY, AUGUST 17TH.

- 8¼ o'clock A. M.; Prayer and reading minutes.
- 9 o'clock A. M.; Election of officers.
- 9½ o'clock A. M.; A paper, "Is there too much time spent in the Study of the Classics at our Colleges?" by Prof. W. P. Atkinson, Massachusetts.
- A discussion of the same subject.
- 2½ o'clock P. M.; A discussion, "What branches should be studied in our ungraded Common Schools?"
- 3½ o'clock P. M.; A paper, "School Supervision," by Hon. E. E. White, Ohio.
- 8 o'clock P. M.; Brief addresses by the representatives from the different States.
- Miscellaneous business.

The attention of the members of the Association is respectfully called to the topics selected for discussion. It is desirable to have the most matured thoughts expressed in the briefest terms.

Prominent citizens of Indianapolis promise that a reduction of fare will be made by the principal hotels of that city, and that lady teachers will be entertained gratuitously. Excursion tickets will be issued from Boston to Indianapolis and back, via Vermont Central and Grand Trunk Railroads, at a price not higher than \$30.00. Those purchasing tickets can attend the meeting of the American Institute of Instruction at Burlington. Tickets over this route can be had only of Lansing Millis, 5 State street, Boston.

Half-fare arrangements have been made from Indianapolis to Peru, Indiana; over the Indianapolis and Cincinnati Railroad to Cincinnati, Ohio; and over the Columbus and Indiana Central to Columbus, Ohio. Other arrangements are in progress with roads leading from Indianapolis to Chicago, Cleveland, St. Louis, Louisville and other points. A. C. Shortridge, Indianapolis, has in charge the arrangements from Indianapolis to the points named. Wm. E. Sheldon, Boston, Mass.; Edward Danforth, Troy, N. Y.; E. E. White, Columbus, Ohio; J. L. Pickard, Chicago, Ill.; Wm. F. Phelps, Winona, Minn.; W. N. Hailman, Louisville, Ky.; C. S. Pennell, St. Louis, Mo.; J. G. McMynn, Madison, Wis.; and Z. Richards, Washington, D. C., have been requested to co-operate with Mr. Shortridge and make special arrangements with such roads as will best accommodate the teachers of their respective States and vicinities.

Another circular detailing the arrangements these gentlemen have been able to make, and giving other important information, will be issued as soon as possible.

The AMERICAN INSTITUTE OF INSTRUCTION will hold its annual meeting at Burlington, Vt., on August 7th, 8th and 9th.

It is understood that the NATIONAL ASSOCIATION OF SCHOOL SUPERINTENDENTS will meet at Indianapolis on the 13th of August, and that the AMERICAN NORMAL SCHOOL ASSOCIATION will meet at the same place on the 14th.

All Editors receiving copies of this Circular are requested to publish it, and all persons receiving a number of copies are requested to distribute them as advantageously as possible for the interests of the Association.

J. P. WICKERSHAM, President.

S. H. WHITE, Secretary.

MILLERSVILLE, PA., June, 1866.

THE SCHOOLMASTER AWAY FROM HOME.—Gen. Garfield, of Ohio, whom the war brought forward in bold relief, is now at the head of a devoted constituency, embracing the Ashtabula district, and who is the unearther of mileage abuses, was a Campbellite preacher for a while, and a school teacher very long; when he took the field for the Union he led all his scholars into battle, and his military record is straightforward and manly. He it was who discovered in the ranks the favorite Western artist and journalist, Frank Mason, of Cleveland, and gave him a captaincy that he might embellish the campaign in the pages of *The Atlantic Monthly* and elsewhere. Gen. Garfield is a most diligent student, and his store of reading and thought laid away in the past are now making illustration for the passing crisis. He is still young; his light hair and open countenance making his appearance pleasant; and no considerable question arises, that he does not interest himself in, as of many he is the suggester. In the present Congress there are five senators and twenty-eight representatives who have been schoolmasters. Among them is Thaddeus Stevens, who is the virtual author of the Pennsylvania school system.—*N. Y. Tribune*.

BRYANT, STRATTON & Co.'s COMMERCIAL COLLEGE, PROVIDENCE, R. I.—We are proud to say that we have in our midst an Institution worthy of the name assumed by the above gentlemen. There is hardly a city or town in the land that has not one or more institutions for aiding young men in gaining a knowledge of business duties, and yet we fear that few of these "Colleges" are successful in preparing pupils for the actual business of life. We have examined the workings of the above named College, and have seen the results of the instruction given there, and we are entirely satisfied that the institution is doing its work in a manner unsurpassed. We do not think best to praise any man by words, but judging the Principal, Mr. S. Grant, by what we have seen of him in his school-room, we should say he is just the man to have the care of such an institution.

THE following are the ages of prominent English writers.—Wilkie Collins, 42; John Rankin, 47; Charles Kingsley, 47; Tom Taylor, 49; W. H. Russell, 50; Anthony Trollope, 51; Charles Reade, 52; Robert Browning, 54; Charles Dickens, 54; Alfred Tennyson, 57; Archibald Alison, 66; Mark Lemour, 57; W. E. Gladstone, 56; Charles Lever, 59; Bulwer, 61; B. D'Israeli, 61; Barry Cornwall, 78; T. Carlyle, 70; Lord Brougham, 86.—*Illinois Teacher*.

VERMONT.—Of the 85,795 children between 4 and 18 years of age in the State, 73,259 have actually attended the schools. Less than one tenth of the pupils of the State have attended any other than the public school. The number of teachers was 4,841 and the average wages of males was \$20.48 and of females \$8.16—the teachers all "board round" we suppose.

MASSACHUSETTS.—The schools were open 7 months and 19 days the past year. The average wages of male teachers was \$46.73 per month, and of females \$19.37. The whole cost of the system was \$1,679,700. There were 561 students in the normal schools, of whom 155 graduated.

NORMAL SCHOOLS.—Of the States that have maintained for any considerable length of time, all but three have one or more normal schools established under State authority. The three exceptions are New Hampshire, Vermont, and Ohio.

We regret to add Rhode Island to this list.

THE following we take from the *Pennsylvania School Journal*.—The monthly wages of male teachers in California is \$73 88, and of females \$64. The subscription price of the *Teacher* has been raised to \$2 00 a year in legal tender notes, or \$1 50 in gold.

OXFORD University, in England, has at last fallen a victim to modern innovation. A ladies' class has, amid much opposition, been established.

"TEACHER'S READING ROOM."—We are happy to learn that Messrs. A. S. Barnes & Co., 111 and 113 William Street, New York, have fitted up a room in their publishing house for the special purpose of giving to Teachers throughout the country an opportunity of making themselves acquainted with whatever appertains to educational interest in this and other countries. Teachers will find all the educational journals published, at their service, and also the publications of that extensive establishment which has, for so many years, stood in the front rank in educational books, and done so much for the advancement of literature in our nation. Teachers, when you visit the metropolis don't fail to call at the "Teachers' Reading Room," Nos. 111 and 113 William street.

THE ideal of education is to tame men without lessening their vivacity, their gayety, their heartiness; to unite in them the freedom, the dignity, the prowess of a Tecumseh, with the serviceable qualities of the civilized man. This happy union is said to be sometimes produced in the pupils of the great public schools of England, who are savages on the play-ground and gentlemen in the school-room.—*North American Review*.

SAMUEL P. BATES, LL. D., is to write a complete history of the Pennsylvania regiments in the service of the United States during the rebellion, having been appointed to the position of State historian by Gov. Curtin. Mr. Bates is a graduate of Brown University.

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Mr. Isaac N. Carleton has withdrawn from Dr. Dio Lewis's school at Lexington, and for the present, by invitation of the Connecticut Board of Education, will take charge of the State Normal School at New Britain.

St. Louis.—The Missouri Legislature has empowered the Board of Education of St. Louis to levy a tax not exceeding one-half of one per cent. on the taxable property of the city each year.

GEORGIA.—Free schools for all classes are being opened in Georgia, all the teachers of which are required to take the oath of allegiance. They meet with the greatest favor.

THE Public Schools of the United States number about 60,000, of which more than one-sixth are in the State of New York.

THE SCHOOLMASTER for August and September will be published in one number.

BOOK TABLE.

OUR BOOK TABLE.

THE FIFTH READER OF THE ANALYTICAL SERIES, containing an Introductory Article on the General Principles of Elocution, with a thorough method of analysis, intended to develop the pupils' appreciation of the thought and emotion, and a critical Phonic Analysis of English Words, by Richard Edwards, Principal of the Illinois State Normal School. Published by Mason & Brothers, N. Y.

If we would open to the child the storehouse of knowledge, the key that we must put into his hands; is the ability to *read understandingly*. To acquire this ability, is not simply to become familiar with the pronunciation of words, so that they may be fluently uttered and united, but the pupil must become master of the thought and emotion contained in what he attempts to read. The test of any system which claims to make the pupil understand how to read must be finally made in the school-room. We have not had an opportunity thus to test this Reader, but an examination shows clearly to us that Prof. Edwards has the true philosophy of teaching reading. We have never seen an article on the principles of reading which gives the teacher so thorough an idea of *what* should be done and *how* to do it, as we find in this Reader. The selections are carefully made, including such as will cultivate the taste of the student. If teachers will take this Reader and make themselves familiar with the plan of the Author, we have no hesitation in saying that they will agree with us that it should have a fair trial in the *only* way that *all* text books must be tried. Teachers, send to Mason & Brothers, for a copy of this new Reader.

THE ATLANTIC MONTHLY FOR JULY.—"The Case of George Dedlaw," is a sketch full of whimsical, psychological speculation, in which the author's humor deals with the phenomena of the debatable ground between nature and the supernatural, and presents, perhaps, the most remarkable instance of spiritual manifestation on record. Mr. Longfellow contributes a second sonnet on "Translating Dante," and the "Passages from Hawthorne's Note-Book," are continued, as is Charles Reade's story of "Griffith Gaunt." The paper on "Indian Medicine" has a peculiar interest, as coming from one whose life among the Indians has fitted him to speak with peculiar intelligence of their superstitions and psychological powers; it is a most valuable contribution to the history of demonology. Goldwin Smith's "Englishman in Normandy" presents novel phases of a much-betravelled, much-bewritten region, and offers some clear and just views of French imperialism. Bayard Taylor's sketch of Ruckert, the great German orientalist and poet, is timely and attractive. Major Henry S. Burrage, in the "Siege of Knoxville," recounts the history of that event, and does justice to General Burnside's leadership and gallantry in the affair. "The Great Doctor" is the first part of one of those stories of Western life which Alice Cary writes so well. Scientific readers will be charmed with the article of Prof. Agassiz on the geology of the Amazon Valley. Bryant gives a fine poem under the title "The Death of Slavery." The remaining articles in the number are: "Released," a poem, by Mrs. Whitney; "To J. B.," a poem, by J. R. Lowell; "A Bundle of Bones," by C. J. Sprague; "Aunt Judy," a graphic sketch of negro character, by Dr. J. W. Palmer; Mrs. Stowe's "Chimney Corner" paper, and critical notices of "Ecce Homo," Saxe's poems, Fifteen Days, Life of Silliman, &c., &c. Ticknor & Fields, Publishers.

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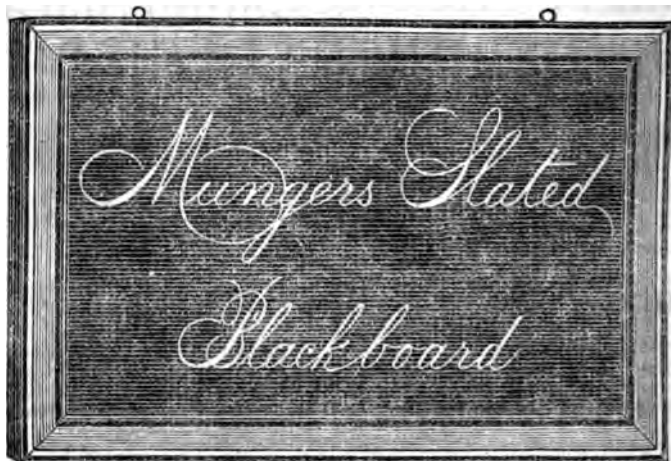
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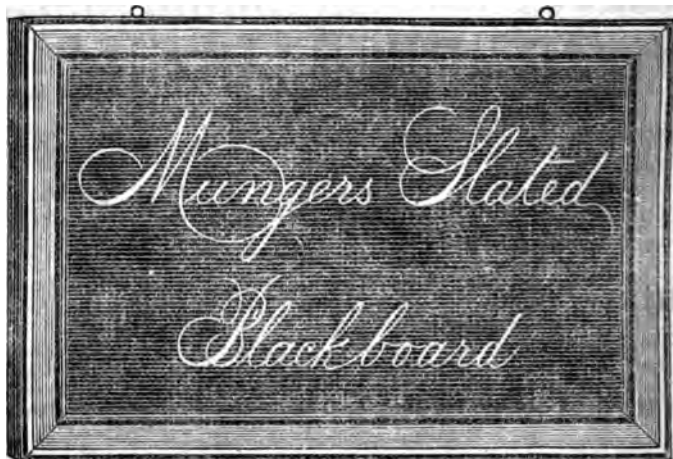
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
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
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AUGUST & SEPTEMBER, 1866.

VOLUME XII.]

D. R. ADAMS AND W. A. MOWRY, EDITORS.

[NOS. VIII. & IX.]

PETITIONS.

Petition of the Teachers of the Public Schools to the Honorable School Committee of the City of Providence, for an Increase of Salaries.

[The following petition, in which the reasons for an increase of compensation are clearly set forth, was presented to the School Committee at a special meeting held February 16th, and by them referred to the Committee on Qualifications. The recommendation of this latter committee in favor of an increase of the salaries of our teachers, was *unanimously* adopted at a regular meeting of the School Committee held May 11th, FORTY-SIX MEMBERS being present.]

To the Honorable Board of the School Committee of the City of Providence :

GENTLEMEN : At a meeting of the male teachers of this city, with reference to their present salaries, it was unanimously voted, that a committee be appointed to present before the School Board at its next quarterly meeting, some of the more urgent reasons for an increase of the teachers' salaries at the present time.

In accordance with their expressed wishes, we return to the Committee the thanks of the teachers for the consideration given by them to their previous request, and for the corresponding action of the Committee in recommending to the Common Council and Board of Aldermen, an increase of salary at that time.

But we wish to assure the Committee that that increase does not in any adequate manner meet the increased cost of living, or the just reward of our labors. We cannot believe that so wealthy a corporation as the city of Providence would be willing, were it known, to allow its teachers to labor for wages merely sufficient to meet their current expenses.

The testimony, however, of most of the teachers in the city is, that, both *during* and *since* the war, it has required a *close* and sometimes *pinching economy* to make the quarter's salary cover the quarter's expenses.

By carefully drawn statistics, it may be seen that the prices of the most common articles of daily life were at one time *during* the war, on an average, nearly *three hundred* per cent. of the prices of the *same* articles *previous* to the war, and the average price of those articles of the greatest need at the present time, are from *two-hundred and twenty-five* to *two hundred and fifty* per cent. of the old prices. To meet this enormous advance in prices, the teachers have had, on an average, for that time, only *nine* per cent. advance upon the salary given prior to 1863. A salary of \$1,600 to-day is actually worth only \$800 according to the old basis, while, to place it on a basis of \$1,200 of 1863, we find it would require \$2,800 at the present time.

Many of our large cities have acted most generously in adjusting this great inequality in the compensation and expenses of teachers. Cambridge and Boston have just raised the salaries of the teachers from twenty-five to sixty per cent., in either of which cities neither the responsibilities and the labors of the teachers nor the cost of living are any greater than in Providence. The Superintendent of the Boston public schools now receives \$4,000; the Latin and High School teachers receive \$3,500 each; the Grammar Masters \$2,500 each; and the first female assistants each \$800.

This needed increase in the payment of labor is recognized in all the varied industries of this city. *Mechanics* and *laborers* find it necessary to add *seventy-five* to *one hundred per cent.* to their ordinary wages before the war. Lawyers' and doctors' fees have been doubled. The clergy are, in various ways, receiving a more ample remuneration, and the salaries of the Judges of the Supreme Court of this State have just been raised from \$1,500 to \$3,500.

Allow us to suggest, in this connection, that we have not forgotten the claims of patriotism, during these five years of terrible conflict, but have done what we could to sustain and cheer our soldiers fighting for the maintenance of our government. Our sacrifices are more than repaid in the glorious triumph. We only mention this as an additional call upon our otherwise straightened means.

Our *necessities* and our *duties* to *ourselves* and *families* urge us to make these statements to the Honorable School Board, with the con-

viction that the interests of the schools as well as our own personal interests would be promoted by an act so clearly and justly demanded as an increase of our pay.

We would, therefore, most respectfully petition the School Committee to take such action with regard to the above statements as will tend to an increase of the salaries of the Superintendent and Teachers of the public schools of this city.

(Signed,)

ALBERT A. GAMWELL,
Principal Fountain Street Grammar School.
EDWARD HUTCHINS CUTLER,
High School.
THOMAS W. BICKNELL,
Principal Arnold Street Grammar School.

PROVIDENCE, FEB. 16, 1866.

By the Committee in behalf of the Teachers of the public schools of this city.

REUBEN A. GUILD,
Secretary School Committee.

MAY 12th, 1866.

Petition of the Teachers of the Public Schools to the Hon. Common Council and Board of Aldermen of the City of Providence, for an Increase of Salaries.

To the Hon. Common Council and Board of Aldermen of Providence:

GENTLEMEN: We beg leave to present to you, with the above Petition and Recommendation thereon offered by the School Committee, a more detailed statement of the reasons which compel us, as Teachers of the Public Schools of this city, to ask of your Honorable Bodies an increase to our present salaries.

The unusual urgency of our claims, leads us to address you, as well as the School Committee, directly, with the assurance that a candid presentation of facts and reasons on our part, will lead to a generous and just response on yours.

It is wholly unnecessary for us to speak of the *advanced cost* of living during the last six months and its *prospective continuance*, except to show that our increased salaries of 1863 were but a small fraction, compared with the increase of our daily expenses. You are well aware that it requires from two to three times as much money to purchase the family stores to-day as it did in 1860. As a natural consequence, incomes and salaries have been materially increased; the *latter*, however, in no proportionate ratio to the *former*; and while it is a fact that Providence is *richer* to-day than ever before, and relatively the second city in wealth on the globe, the salaried men and women are *poorer* than during the crisis of 1857.

In that time of low prices, the salaries of the Grammar Masters of this city were \$1200. To-day, with the necessary expenses of life more than trebled, they receive \$300 additional,—an amount which will secure no more value to them *now* than \$600 would *then* have done. *Then* the margin for savings was very small. *Now* it is *impossible* for some of our number to meet the legitimate calls made upon their purses, and barely possible for the remainder, with careful prudence, to balance their expenses with their receipts from the City Treasurer. Many have left our ranks during the last four years, as you well know, on account of this inadequacy, and their success in the *Private Schools* of the city and in business testifies to the loss which the Public Schools have experienced, while a few thousands of dollars from the city would have retained their services and sustained more successfully our *Public Schools*.

Applications have very recently been made to several superior teachers of this city to fill vacancies in other cities at largely advanced salaries. Can you afford to educate men and women to a high degree of proficiency in their profession, and then allow their services to be devoted elsewhere, when a few hundred dollars would retain them for the benefit of this community? When they have once gone, can you *fill their places*? You *may supply the vacancy*, but the *loss is irreparable*.

We have prepared for your examination the following table of relative prices during the months of June, 1862 and 1866. As you are aware, the differences for 1863-4-5 and 1862 were very much larger, when gold was at a premium of nearly \$3.00.

TABLE A.—Prices current of New York Wholesale Markets, as reported for the New York Independent.

	1862.	1866.	PER CT. INCREASE.
Price of Coal, - - - - -	\$4.00	\$9.00	125
" Coffee, Java, - - - - -	25	45	80
" Sheetings, - - - - -	13	30	130
" Flour, Genesee, - - - - -	5.00	13.00	160
" Molasses, N. O. - - - - -	42	84	100
" Kerosene Oil, - - - - -	31	58	90
" Beef, Mess, extra, - - - - -	13.50	25.00	90
" Poultry, - - - - -	12-20	25-36	100
" Pork, - - - - -	10.80	32.00	200
" Butter, Orange County, - - - - -	19	45	137
" Cheese, " - - - - -	7	20	185
" Rice, - - - - -	4	10	150
" Sugar, Havana White, - - - - -	9	15	66
" Tea, Hyson, - - - - -	85	1.65	90
" Shirts, Amoskeag, - - - - -	8	36	350
" Beef Steak, Roast Beef, - - - - -	16-20	25-35	100

PRICES OF LABOR.

	1862.	1866.	PER CT. INCREASE.
Day Laborers, per day, - - - - -	\$1.25	\$2.50	100
Mechanics, " - - - - -	1.50	3.00	100
Lawyers' and Physicians' fees have been doubled.			

In our petition to the School Committee, we have stated that the mechanic, manufacturing, mercantile and professional interests of this city have secured by right more than double the compensation allowed prior to and even during the first years of the war. Even the day laborer goes to his home at night with twice the money in his pocket, and well he should, for the family necessities are more than doubled. This readjustment of labor and reward is just, and while laboring to increase the physical, intellectual and moral interests of this city, as largely as any other class, we can but feel that an honorable support should be granted us.

We base our claim also upon the ground that the interest of the employé is the same as that of the employer, and that a fair compensation to the former is the *interest* as well as the *duty* of the latter.

It would indeed be an enviable position for Providence to occupy, to take the lead in the educational interests of New England, and a liberal policy in these matters makes Massachusetts renowned at home and abroad.

We beg leave to call your attention to the able Report of your School Committee for the present year, to show you what neighboring cities are doing for their Public Schools.

Table 1, shows that while the valuation of the city has *increased* wonderfully for ten years, the percentage of taxation for the benefit of Public Schools has constantly *decreased*. Table 2, which compares important statistics of Boston, Providence and Roxbury we present as follows :

TABLE.*—Showing the Percentage of Valuation appropriated to Public Schools in Providence each year, for eleven years, ending Sept. 30, 1865.

MILLS.	MILLS.	MILLS.
1855....1.73-100	1859....1.44-100	1863....1.20-100
1856....1.54-100	1860....1.38-100	1864....1.10-100
1857....1.35-100	1861....1.32-100	1865....1.4-100
1858....1.15-100	1862....1.22-100	

* Annual Report of the School Committee for 1866. This table shows a steady decrease, till now the percentage of appropriation to valuation is only about three-fifths as great as in 1855. In Boston the percentage is 1 80-100 mills, and in Roxbury it is 2 33-100 mills. In the former it is 1½ times, and in the latter, 2¼ times as great as in Providence.

We also would call your attention to the following comparative schedule of salaries of the Superintendent and Teachers of Boston and Providence at the present time :

SCHEDULE of the Salaries of the Officers of the School Board, and Teachers of the Public Schools, of the City of Boston, June, 1863, with the increase made Dec., 1865.

OFFICE OR GRADE.	POSITION OR SCHOOL.	SALARIES.	
		1863.	1865.
Superintendent,	Of all the Schools, - - - -	\$2,800	\$4,000
Secretary, - - - -	Of the School Board, - - - -	1,000	1,500
Masters, - - - -	Latin, High, and Normal, - - -	2,600	3,500
Submasters, - - - -	Latin and High, - - - -	2,000	2,500
Ushers, - - - -	Latin and High, - - - -	1,600	2,000
Masters, - - - -	Grammar, - - - -	2,000	2,500
Submasters, - - - -	Grammar, - - - -	1,600	2,000
Ushers, - - - -	Grammar, - - - -	1,000	1,500
Head Assistant,	Normal, - - - -	600	1,000
Assistant, - - - -	Normal, - - - -	500	800
Head Assistant,	Grammar, - - - -	500	800
Assistant, - - - -	Grammar, - - - -	450	600
Teacher, - - - -	Primary, - - - -	450	600

Salaries in Providence.

Superintendent Public Schools, - - - -	\$2,000	Principals Intermediate Schools, - - - -	\$425
Teachers of High School, - - - -	1,600	Principals Primary Schools, - - - -	375
Principals Grammar Schools, - - - -	1,500	Assistants in Primary Schools, - - - -	332
Assistants in Grammar Schools, - - - -	500		

Our duties to ourselves, our families and to society compel us to present these facts for your consideration.

The Honorable School Committee at a very full meeting of that body have *unanimously* seconded our Petition, and the representative wealth and intelligence of that Board is a sufficient guaranty that the best interests of the city and a most liberal and enlightened policy demand that for which we petition.*

A. A. GAMWELL,

Principal Fountain Street Grammar School.

E. H. CUTLER,

High School.

THOMAS W. BICKNELL,

Principal Arnold Street Grammar School.

THAT the education of youth ought to form the principal part of a legislator's attention can not be doubted, since education first moulds, and afterwards sustains, the various modes of government. The better and more extended the system of education, the better and more perfect the plan of government it is intended to introduce and uphold.—ARISTOTLE.

* Since writing the above the city of New Haven has added twenty per cent. to the salaries of the Public School Teachers,—the Grammar Masters now receiving \$1,750.

ENGLISH HISTORY IN DISTRICT SCHOOLS.

THE essential features of human nature remain unchanged and unchangeable. The present resembles the past, and the image of the future is mirrored upon the present. In savage and civilized life the same passions agitate, the same hope illumines, and the same pride craves for applause. Lord Bolinbroke expressed a similar sentiment when he oracularly proclaimed that "history is philosophy teaching by example." This implies that the mind works in allegiance to certain irreversible laws, and that the development of history proceeds according to those laws. The scientific warrior of modern times is no more nor is he less desirous to wear the laurels of victory than was the primitive North American savage to ornament his body with the scalps of his enemies. Demosthenes, delivering one of his memorable orations to the polished citizens of Athens, was equally solicitous to conform to the prejudices and flatter the pride of his auditors, as is an ignorant demagogue haranguing a mob in the wilds of Texas.

Though the characteristics of the mind undergo no change, yet we must watch its varying manifestations as they catch the hues of trade, commerce and education, in order to determine how far the apparent character of a people depends on innate qualities, and how far on extraneous causes. It is in this spirit that we approach our subject, which is, the necessity of introducing the study of English History into our District Schools.

The history of England is the basis of American history. The language of our countrymen is the language of Englishmen. The principles of our institutions are the principles of theirs. The guarantees of our private rights, and the securities of our public order, are the invaluable inheritance we have received from the sages and heroes of olden times. Even our Revolution effected no radical change in the form or operation of our State governments; indeed America conquered England by the application of English principles, as ancient as *Magna Charta* and as sacred as freedom of speech and thought. Surely, then, it will be eminently proper to point out to the young intelligences of our country the precious lessons they ought to learn from the rich revelations of English history.

The chief distinction between the institutions of the two nations is in the different bases on which the two governments are founded.

The United States possess a well-defined constitution, a written instrument, prescribing the boundary of national legislation, recognizing the rights of the several States, and determining the duties of the President. This is the fundamental law of the land, the source of the power of Congress to legislate, and of the Executive to enforce the laws. England is destitute of a written constitution. There is no limitation to the will of the Monarch, or the power of Parliament, but that imposed on them by the binding force of old customs, familiar traditions, and well-established judicial precedents. In the United States, the exact words of the constitution are sought out as the only guide and right of Senators and Representatives to enact laws, and the President to execute them. But no such cautious inquiry is made in England when measures are proposed or rejected. For example, when King George III., near the close of the last century, showed signs of insanity, a difference of opinion arose in Parliament, whether the Prince of Wales, the eldest son of His Majesty, did or did not, as the heir of the throne, have an inherent right to act as regent of the kingdom; the discussion, which was distinguished for eloquence and deep research, turned at last on precedents, four centuries old, growing out of events connected with the accession of Henry VI. to the throne, when he was but a helpless infant:

It is this perpetual reference to the grand events of the past that has inspired the English nation with such a wonderful unity of purpose and action. Amid the ruin of dynasties, and the fall of baronial races, the old ancestral character has been kept alive. The government, though sometimes arbitrary, has generally paid such a homage to public opinion as to render taxation and legislation, however burdensome to property-holders, not offensive to the national pride. The different ministries seem like barometers which, by predicting a coming storm, enable cautious men to save themselves by timely preparations.

There has been a gradual tide of progress rising higher and extending wider, which has run at a rate equal to the increasing education of each succeeding age. Yet, even now a large proportion of the adult population are deprived of the privilege of voting. The excuse is contained in the lamentable fact, that the majority can neither read nor write. The administration of public affairs is the monopoly of the hereditary nobility, the enterprising manufacturers, the wealthy merchants, and the landed gentry. But if the unknown future be fore-

shadowed by the almost unbroken past, this monopoly will be finally wrested from the privileged classes, not by a bloody civil war, but by the enlightenment of the entire people through the agency of broad, liberalizing democratic ideas.

There is one feature of the English Parliament forming a remarkable contrast to our Congress. A member of their House of Commons is not required to reside in the district which he represents; a member of our House of Representatives is required by law to be a citizen of the district he represents, and every Senator is also obliged to be a resident of the State which he represents.

Now our ablest statesmen are often excluded from the councils of the nation, if they happen to live in communities adverse to their political sentiments. Such men, on the English system, might be returned from other and wiser sections. Tristram Burges could not at one time secure an election in Rhode Island, and the councils of his country lost the fervid beams of his eloquence. Neither the profound and majestic Webster, nor the impassioned and eloquent Choate, nor the cautious and dignified Winthrop, could have acquired a seat in either branch of Congress during the last few years. A calm, thoughtful people could not, ought not to dispense with the affluent culture and native mental force of such personages, though in the ranks of the minority. As many congressional districts have a very small number of suitable candidates to choose from, the result is seen in the unfitness of certain honorable incumbents of the high office, who are without brains to frame a speech, and without words to express their scanty ideas. This has generated a mongrel corps of professional speech-writers who, for a suitable price, supply the members with speeches. England would not tolerate such a nuisance for a month. Members of Parliament never make buncombe speeches. They are debaters not declaimers.

The reforms in England, since she emancipated herself from the foul embrace of the royal Stuarts, have been mainly the fruits of the creative energies of merchants and manufacturers. Feudalism, which once frowned on every plebian, has felt the genial competition of modern labor in the accumulation of estates as vast as the inherited domains of its own haughty barons. Merchant princes and millionaire mill-owners have inflicted a staggering blow upon the fastidious pride of the aristocracy, and boldly uttered liberal sentiments that even royalty itself felt bound to listen to with courtesy. While great

wealth has ameliorated the general political condition of the mother country, an injurious effect from a similar cause has fallen upon the daughter on this side of the ocean. While our cities have advanced disproportionately in comparison with rural towns, wealth has asserted and now maintains a lordly sway over talent and the amplest experience. The gates of office, which once hung wide-open for the exclusive entrance of meritorious candidates, are now closed and barred to all who do not tempt the greedy watchmen with golden fees. An impassable gulf yawns between penniless talent and opulent superficiality.

England has always exalted and honored great talent. The significant victories of the English people over external foes and internal conspirators were achieved with vigilant, honest minds in conjunction with athletic bodies; while the terrible errors and disgraceful extravagances of the French enthusiasts in their baffled search after the beautiful goddess of liberty, sprang out of the undisciplined passions of the ignorant masses, and the prostituted abilities of the treacherous leaders. The sons of France were bold, but it was the boldness of madness or folly; they submitted their zeal for impracticable novelties to no restraint of common sense or common discretion. English statesmen never aimed after mere novelty, never altered ancient institutions without a preparation for something better. They gave birth to acts, statutes, and regulations which have belted the world with a lucrative commerce and all the refinements of social life. However exacting towards rival nations, and dictatorial to her own allies, she has always been faithful to herself in promoting the development of her multiplied resources, never allowing threats to discourage her, nor caresses to lead her astray. Amid all her trials she has ever been profoundly practical; she never went mad on a single idea; her officials have mastered great ideas, instead of being mastered by them.

The rising generation ought to become familiar with the recorded valor, wisdom and genius of their trans-Atlantic forefathers. In no age could their regulative principles be more demanded than in ours. In times of great excitement, each party falls into the delusion that it monopolizes all the right and all the truth. Argument, instead of softening this hardness of mind only provokes in return words of scorn and contempt. The examples and exhortations of history serve to subdue the passions of a reader, and inspire him with elevated,

humanizing sentiments. A few such minds may always do much towards enlightening and purifying an impure and shallow public opinion. As the young intellects of these days shall gather that which the history of England has washed on the shores of time, they will have begun to rise to an appreciation of the policy which should characterize so great, so powerful, and so prosperous a nation as their own America. Our republic is weighed down neither by kings, nor lords, nor knights. It is her mission to combine the largest freedom with the profoundest public order; to provide for the free education of the masses; to furnish a beautiful example of liberty of thought, speech, and action; to reconcile the freedom of each individual with the dignity of the government; and the rights of labor with the claims of capital; to teach party how to rule without despotism, and great wealth to enjoy its own peculiar privileges without oppressing the poor, or corrupting the state.

HELPS OVER HARD PLACES.

To know when to give a pupil assistance, and when to refrain from it, is one of the most perplexing of a teacher's problems. As a general rule, nothing should be done for a pupil which, by proper exertion, he can do for himself. But then how is it to be determined that he has made the proper exertion? It certainly is not well to permit him to flounder on day after day, and week after week, in a very slough of difficulties, with no ray of light to guide his way out until he is ready to give up in despair, under the plea that he is to rely on himself and do his own work. The teacher's place is not to cut the knot of difficulty, but to place in the pupil's hand the end of that thread, which, if faithfully followed up, will unravel it. It requires rare tact and penetration on the teacher's part to determine exactly where the pupil's trouble lies, and what is the exact remedy for it. But it was not of help in general, but of certain kinds of help, which are always objectionable, that we wish to speak.

There are well-meaning, hard-working teachers who, from their extreme good nature in giving assistance to their pupils, never accomplish any thing. We well remember one of this kind who had the

rather difficult task of developing our intellect in its period of very young *veal*. We had tried to "work a sum" in the Arithmetic of the venerable Pike (whose name we cannot mention without awe to this day) until we were tired,—not a very long period by the way,—and had taken it up to the "master" for assistance. "Ye ancient pedagogue" pulled his glasses down from his forehead to his nose, took the slate, worked the sum, and handed the slate back to us without a word of explanation. We looked the work over pretty carefully, rubbed it out, and resolved to give the example another trial. We did so, but with no better success than at first. Reluctantly we were compelled to ask aid the second time. The master looked at us with surprise, if not with some irritation. "Why," said he, "I have done that sum for you. Go on to the next." And that was the way we went through the arithmetic.

How often have we seen the scholar hesitating for a word in the midst of a sentence, upon which the whole meaning depended, kindly supplied with that word by the teacher, who never seemed to dream that the pupil in failing to get that had failed in obtaining any idea from the sentence whatever, and that instead of its being a collection of words making complete sense, it was a jumble of words making complete nonsense. Thus: "John, what is English Grammar?" John starts very volubly, and on a very high key: "English Grammar teaches us how to *read* the English language"—teacher interposes, "Teaches how to *speak*, is n't it?"—John readily assents: "Teaches how to *speak* the English language correctly." "But it teaches something else, doesn't it?" "Yes sir." "Well what else is it that it teaches?" "Why, sir, I know very well what it is, but I can't just think of it." "It teaches to *write* the language correctly, does n't it?" "Yes, sir! I was just going to say that." Now if the teacher were to ask John, after all this catechising and these leading questions, to give the definition in full, he probably could come no nearer it than at first.

No teacher can be sure that his pupils have an intelligent knowledge of their lessons, unless they can recite the words of the text promptly, and without the straining effort to recollect, that it is painful to witness. Whenever a scholar fixes his eye on vacancy with a dull leaden look, accompanied by knit eyebrows and an evident unconsciousness of every thing going on about him, and runs over the words of his lesson with precipitate rapidity, he should be

stopped at once, as he knows nothing more of what he is attempting to recite than though it was Choctaw or Sanscrit. He should be compelled to go over the text very slowly, enunciating every word with the utmost distinctness giving the definition of every word, and at last, the sense in his own language. Even after the subject has been held up, suspended, as it were, in a dry light, so that the pupil can look all around it and has answered every question upon it, the teacher can not feel too sure that it is thoroughly understood. We remember a case in point in our own experience. We were examining a class that we had taught in English grammar, and which, we had a great deal of confidence, understood pretty thoroughly as much of the subject as it had been over. One of the questions was—"What are the three methods of distinguishing gender in English?" The answer, of course, was—"By different words, by different terminations, and by words prefixed or affixed." What was our disgust to find that several of the class had written *determinations* for terminations, showing by this most ridiculous answer, that they had attempted to commit words to memory without the most remote conception of their meaning. If our friends, who think they are doing remarkably well in their teaching, and are inclined to be puffed up thereat, let them put their pupils through a pretty stiff written examination, and our word for it, they will have the conceit taken out of them pretty effectually.

To return to suggestive questions as helps over hard places. A friend of ours relates that he once was present at the examination in geometry of a graduating class in a young ladies' academy, which proceeded something in this wise:

Teacher—"Miss A. what proposition have you to demonstrate?" Miss A. says nothing, and looks embarrassed. "It is to demonstrate that the three angles of a triangle are equal to two right angles, is it not?" "Yes, sir!" Another pause. "You draw the triangle ABC do you not?" "Yes, sir!" And she draws it. "You then draw the line ED parallel to the line AB, do you not?" "Yes, sir." And so on through the whole demonstration! That was a process of unfolding mind, was n't it?

Let us say, in conclusion, if any of our readers have been in the habit of attempting to help their pupils over difficulties by suggestive questions, reform it altogether as you value your success as teachers.
—*Ohio Educational Monthly.*

AIDS IN TEACHING GEOGRAPHY.

FEW branches of a complete education are so poorly taught as Geography. Few are beset with so many difficulties. Much interest has been excited and much has been said relative to this subject within a few years, yet it is to be feared that but little improvement is yet manifest in the methods of teaching it. The thought sometimes forces itself upon the mind that we are retrograding rather than advancing. There are those who think that before long the entire plan of teaching Geography will be changed, but no one knows what plan will be adopted, or wherein will consist the improvements. We must therefore take care that we do not become iconoclasts.

Meantime, till some scholastic genius shall arise who shall be able to lead us all into the royal road to teach and learn Geography, it may not be unwise to advise our fellow-laborers to gather around them all the assistance they may be able to obtain.

It is therefore the purpose of this article to point out some of the aids available to us of the pedagogical profession in imparting a thorough, practical, reliable and *available* knowledge of this important science.

1. *In the first place* may be mentioned a small wooden globe, about two and a half inches in diameter, made of black-walnut, with a small brass eye screwed into one pole, by which it may be suspended upon a string. The equator, tropics and polar circles should be left upon it by the turner's chisel. The zones may then be painted upon it. The meridians can be made by winding a string around from pole to pole.

This little globe, which any mechanic who has a turning lathe can make you for twenty-five cents, will be found useful for more experiments, and to illustrate more truths, perhaps, than any other article of apparatus that a teacher can place in the school-room.

2. *In the next place*, let every school be supplied with one of *Munger's Slate Globes*,—six, nine, twelve, or eighteen inches in diameter. It would be a source of great benefit to our educational interests if the State would, in addition to the above, place in every school-room a good terrestrial globe.

3. *Thirdly*, each teacher should have Geographical reference books. Other text-books besides those used in the school, a good

atlas, like *Colton's American Atlas*, or *Colton's General Atlas*, or the more recent, *Johnson and Ward's*.

4. *Fourthly*, we wish to commend to the special attention of teachers the absolute necessity of *Outline Maps*. There is no school in this State,—and this is said unhesitatingly, for the writer has in repeated instances, years ago, when it was more difficult than now to raise money for such purposes, bought sets of outline maps by subscription and placed them in district school houses where he has taught,—there is no school in this State where the teacher may not with a little wholesome energy raise by subscription—if the trustees will not provide them—the money necessary to buy a good set of outline maps. Every one who has used them knows their value in teaching any class, especially a class of younger pupils. There is nothing to supply their place. They are really indispensable.

Without aids of this sort Geography becomes very dull, prosy, insipid. There is an intolerable sameness in the continual question and answer. But with a good set of outline maps hanging upon the wall, or better, placed nearer the class on an easel, there is almost an endless variety of method in hearing the lessons, giving important information and drawing out the knowledge of the class.

Mitchell's outline maps are valuable, especially for common schools. Pelton's maps, showing physical features, ocean currents, &c., are designed for higher schools and classes, but are old, and in many respects not accurate. Cornell's are now used in many schools.

Guyot's mural maps, several of which are now published, are of a superior order, particularly as indicating correctly physical features of the continents, ocean currents, &c. But these last are published at so high a cost as to place them entirely beyond the reach of the large majority of common schools, which need such maps the most.

Warren's Geographical Charts, recently published in two series, will fill a wide gap for a long time felt by all teachers. They combine more excellent features than any other set of maps within my acquaintance. They are of convenient size and shape for use, being mounted on cards or cloth, a chart on each side, so that it can be held in the hand, or placed on an easel in front of the class. This will be found by the teacher to be an advantage over the old plan of hanging them upon the wall too far from the class to be distinctly seen. They are admirably colored, particularly the *Common School Series*. They are in two distinct and separate series, called the

Physical Maps and the *Common School Series*. The *Physical Series* are upon seven tablets, comprising fourteen maps, as follows :

- No. 1, A Map of the World.
- " 2, " " United States.
- " 3, " of South America, showing outlines, and a system of triangulation.
- " 4, " of South America, showing physical features.
- " 5, " of North America, outlines and triangulation.
- " 6, " " " physical features.
- " 7, " of Africa, outlines and triangulation.
- " 8, " " " physical features.
- " 9, " of Asia, outlines and triangulation.
- " 10, " " " physical.
- " 11, " of Europe, outlines and triangulation.
- " 12, " " " physical.
- " 13, " of the World, showing ocean currents and veg. life.
- " 14, " " " " isothermal lines and the distribution of animal life.

This feature of triangulation is new and of much importance. It opens a new system of map drawing to the pupils of common schools; and this matter of map-drawing is of much greater importance than has generally been supposed. This plan makes map-drawing so simple and easy as to divest it of half its previous difficulty. In connection with these maps, the publishers, Cowperthwait & Co., Philadelphia, have a new *Drawing Book*, which will be found very useful.

But what we wish particularly to commend is the new set of Common School Charts, arranged to show political divisions. These are thought to be the finest outline maps for the ordinary grade of schools ever published. They consist of eight maps on four cards, of cloth, a map on each side, and comprise the following :

- No. 1, The World.
- " 2, The United States.
- " 3, South America.
- " 4, The Outlines and Triangulation of North America.
- " 5, North America.
- " 6, Africa.
- " 7, Asia.
- " 8, Europe.

They are of the same size as the physical maps, and are made to correspond with them in many respects, but they all, excepting No. 4, represent the political divisions.

These maps are beautifully colored, and are published at a low price—\$10 for the set. They can be rolled up and sent easily by express. The set of physical and triangulated maps are sold for \$18, with strong case to enclose them. It is hoped that these maps, one or both series, will soon be found everywhere in the school-rooms of this State.

M.

 SLANG.

HUGO gathers the street-words into a very interesting chapter, showing their significance and origin, in that wonderful book of his—*Les Misérables*. We should not overlook our own low words. They are as expressive and as important as the French. And their whimsicality is their chief physiognomy. A very Gavroche might use them.

“Old fashioned” is the oddest of them. It is when a youth of a little better education than his fellows tries to think he is wiser than they, and inadvertently lets slip from that rather cautious tongue of his, a word or two of fatherly advice, that the blunter street-boys call him “old fashioned.” And they see, too, a little of whimsical outlandishness of habits in the same “old fashioned” one.—It is not a very complimentary term.

Not so with “bully,” fast growing out of repute even on the corners. This word is a very significant one. All the fervor of young manhood, cigar-smoking, profanity-loving, beer-drinking, goes with the term when uttered. A pat on the shoulder, an open, offered right hand as often goes with it as any other token of approval. But this word is fading away—dying out of sight and hearing now.—Let it go.

What a singular cognomen is “dad!” Two boys bear this name in the circle of a certain street-group. To tell about them will be to partly explain the meaning of the *sobriquet*. “Daddy” Mack is a stout, thick-set, short-necked young fellow, fond of sporting and of displays of muscle. He likes apparently to lead, in a quiet, unassuming, self-contained sort of a way; is very taciturn, non-committal in a public street, but doubtless open enough to friends. If he had the desire

to lead, added to a little spice of "splurge" in his composition, he would be termed "old-fashioned." As it is, his quiet, confident, dignified manner gives him the name "daddy." Is it the faculty to lead, guide and advise his companions, that whimsical fellows discover in him, like the fatherly care of a parent; or, do they see so great evidence of old-head on young shoulders as to earn the fatherly title?

The other "Dad" is as quiet, and leads his companions, in a moral way. Some very apparent reforms go on where his influence is felt. Drinking beer and swearing disappeared once and completely among the group he seemed to guide. He is "dad," the other is "daddy." Rather more of dignity goes with his presence than is implied in the curt term. •

Now that we are considering nicknames, why not canvass a few of them? There is "Codfish," so named, said the authority I once asked, because he was *drowned* once. Next is "Bear"—such is his character. Another is "Chuck"—a solid, kindly fellow; another is "Chub"—why so called no one can tell. After these names come "Kasper," "Pete," "Benjamin," all nicknames; the real owners of them having been baptized John, Bernard and Cornelius. The last-named is oftenest called "Naaly." Kasper is named Curran. "Curran" is like "Kerns." Inasmuch as a person was once baptized Kasper who bore the surname Kerns, forsooth Curran must be called Kasper likewise. Pete resembles some person whose name is Peter; or the proper nickname for him, "Barney," is too dignified; *ergo*, say the street-boys, he must be called Pete. Benjamin, say they, is a moderate, long-winded name. Therefore, sometimes we shall call Cornelius by the name Benjamin and sometimes Naaly. Of whimsical nicknames, suggested by a host of circumstances, are "Doe" (for Theodore); "Swasher," "Bub," "Bluffer" (a fancied lover of a game called bluff,) and "Taffy"; "Pum," "Bronzo," "Sleepin' Davy," "Rummy" (from Jerome), "Larry Cooler," with Jacks, Toms, Dicks and Joes without number.

I will now think of a batch of words and phrases, perhaps reserving some of them to be referred to and explained hereafter. Of the more common phrases, not a few are quite worthy of analysis. Others contain sense in their utterance with no superior meaning. Here is a list, without any attempt at arrangement:—

"That's rough." "I'm played." "Or any other man."
 "That's so, every time." "I should say so." "Tell it."

"Cannot see it." "Guess not." "That's what I said."
 "Not if I know myself." "Muchly." "Come down." "Buzz him."
 "Put it there," giving his hand. "How are you?" "H' a 'e?"
 "I think I see myself doing it." "Just gay." "Gone up the spout."
 "Hold your breath till I tell you." "Tip-top." "Big thing."
 "How is everything?" "Tall." "Lovely." "He's got the scrip."

It was doubtless Q. K. Philander Doesticks, P. B., who appended to his *nom de plume* for the first time the title P. B., meaning "perfect brick." "Brick," therefore means a facetious, funny fellow who says smart things, and accomplishes unambitious though worthy deeds, such as dodging a policeman, practising a dry joke on a too smart fellow, or getting out of a sorry scrape with a whole skin. "You are a brick," is not an unappreciative remark, therefore, in the street. And the term "brick" is not without some dignity, too, and a probability of crystallization in every day literature. It was about a year ago it appeared on the page of a modern Sunday-school book, in a conversation between a mother and son.—So ubiquitous is slang.

It has passed into fictitious literature also. Charles Reade, in "Very Hard Cash," employs much of the college slang peculiar to boating, in his animated description of a boat-race in the opening chapters. Victor Hugo, already referred to, treats the subject of Argot with something more than careful kindness. It becomes in his *Miserables* almost a treatise in itself. Dickens leads the way, among modern authors, by stereotyping the conversations of Fagin with the Artful Dodger. It is even a respectable subject in a chatty, yellow-covered book called by way of title, "The Bible in Spain." And our newspapers unwittingly endorse the current slang. "A brick in his hat" is almost too old a phrase to require notice now. Everybody is tired of hearing it. But now for the use of the word in the street:—Bronzo meets Pete and says, "You are a brick, Pete." "Yes," replies Pete, "with the corners knocked off." Or another replies, "Yes, with gilt edges." The figures are apparent ones. One is seen in the naive twinkle of the eye and the slovenly turn of the coat-collar; the other in a smart, quick straightening up of chest and lifting of head.

Who can deny that "played out" has had quite an honorable place in our literature of war-times? So expressive was it that the papers felt constrained to use it even without quotation marks.

"Big" is a big word on street and in boy-conversation. Not without classical authority,* it has attained an air of nobility even in such lips as pronounce it with a swelling pomposity and with accompaniment of moist eyes and quick heart-throb. "That's big," says noble-hearted Pete, on hearing of Colonel L.'s negro-servant carrying the Colonel off the field at G—, in his arms, and saving his life at first, nursing him like a child afterwards. The same words he would use in a ludicrous sense if he should learn of a funny episode, such as Sophomore G. slipping down on College street before his Professor's face in attempts to make a polite bow. "Big thing," he would say.

Yet no word is more common than "on it." Such a youth, Swasher, for example, is "on his dig;"—that is, he is unduly dignified. Another, say Bluffer, is "on his bluff;" a third, as Codfish, is "on his swim." Is this inferior to the barbarism, *on the tapis*?

Slang is a dialect by itself. And the streets can never be understood without some study of it.

H. C.

"BREAKING THE CHILD'S WILL."

VERY erroneous views are entertained by many in regard to "breaking the will" of a child, or "conquering him," as it is frequently expressed. Many seem to suppose that every child is naturally perverse and obstinate in *everything*, and that this perversion and obstinacy must be beaten out of him by corporal punishment. Moreover, that the first and every time the child shows anything like a wish or desire to do otherwise than directed by some one of authority—parent, teacher, or others—he must be attacked, there and then, *vi et armis*, and that a pitched battle must ensue. This is manifestly untrue, incorrect, absurd, *wicked*.

Many children need but very little force, or coercion, to produce implicit obedience, while it is true, certainly, that at times, others do need to be compelled "to mind," even by quite extreme measures, if need be. Mr. Rarey has changed the whole tone of public thought and sentiment, upon the subject of "breaking colts," and managing refractable horses. Would that some Mr. Rarey would arise with power to change the sentiment of the whole people, upon the more important subject of the "breaking" of children's wills. The prime

*—"The clouds ye so much dread,
Are big with mercy."—Cowper.

doctrine of this horse tamer's philosophy is, "Let the animal know clearly what you wish him to do." So, with children, *let them know clearly what you wish them to do*, and if you manage with firmness, decision, and *always demand the same thing under the same circumstances*, you will succeed in a vast majority of cases, as Mr. Rarey did, without any resort to force.

The following extracts from an article in the *Sunday School Times*, written by Rev. J. T. Crane, D. D., is commended to all teachers, as equally applicable to them as to parents, in the government of children.

"That parental authority should be established is true. That the parent should not suffer his rule to be defied, is of vital importance. It may be that parental rule will not be established in most cases, without a contest. But a good general will not leave it to accident, nor to the enemy, to decide on what ground the battle shall be fought. He will exert his skill to avoid collision until the proper time arrives. Where the parent is impulsive, or unskilled in government, the battle for supremacy is very apt to be fought at a disadvantage, and under circumstances that render victory almost as fatal as defeat. "Come and kiss me, pet," says the smiling parent, with arms outstretched to embrace the little one, and perhaps, the child, with a sudden willfulness which it does not itself comprehend, stoutly refuses. The refusal may be indicative of wrong traits of character; it may be the budding of future obstinacy. But it does not follow that the issue must be joined, then and there. You may gain an outward victory; the sobbing child may at last hold up its tearful face for the kiss; but in the process of vindicating your authority, you have unfortunately joined in the mind of the child, a bitter recollection with the outward endearment; and for a longer time than we sometimes imagine, it is a symbol of pain rather than of love.

Now a young father or mother, conscientious and inexperienced, would be apt to decide the question, or try to decide it at once, and immediately a painful contest begins. Yet, it is easy to avoid it. Suppose when the child shows its self-will, the parent calmly replies, "Well, I am sorry; I thought that you loved me; but if you do not want to kiss me, you need not." The little one does not feel victorious, but ashamed. Its better feelings are powerfully appealed to; and in most cases, it will hasten to be reconciled.

Sometimes the battle is brought on under still more unfortunate circumstances. The parent, instead of drifting into the contest, as

in the case we have supposed, really provokes it, and chooses unfavorable ground for it. The child commits some trivial offence, and receives a corresponding punishment. And while it still smarts with the pain, physical and mental, the parent gives some new and needless command, perhaps saying, as in the other case, "now come here and kiss me." Under such circumstances, a refusal is almost inevitable. The child is not in the mood for endearments. The burden under which it is already laboring, is about all it can bear, and the new demand is more likely to "provoke to wrath," than win to obedience.

In few children will the habit of submission to authority be acquired without a contest, but parents that are wise will be watchful and see, when the struggle is inevitable, that they are not drawn into it at a disadvantage, or when victory itself would be disastrous."

AN ANTIQUE MOTTO.

I have an assistant, named Keziah, who loves to be called pet names, and who delights in old authors of the style of Thomas à Kempis, whom she reads daily with her Bible.

Keziah, after school, standing by the principal's desk was puzzled, she said, to know how the old monks, in days when it is supposed light was dealt out to children by the former conservators of it—to wit, the levitical class—succeeded in driving not only good knowledge but good behaviour into the pupils they must have had.

"Perhaps," I suggested, "there never was such a time in the history of learning."

"But you see, Mister Schoolmaster, there must have been."

"O, when the people begun to awaken from their stupid ignorance, as they seemed to do in Luther's time?"

"Yes, and if boys were so noisy and naughty as mine have been to-day"—here the weary schoolmistress, my assistant, dropped a small tear, but caught it on her handkerchief before it had a chance to fall.

"So, so, Mistress Minnie, you have had trouble to-day."

And then ensued a long tale of minor grievances, fresh in her heart, enough in number, she declared, to provoke saints and make unwilling martyrs. Then she smiled.

"Well, well, Miss Minnie, we will shut up the school-house now, and go home." "Good evening," said I, as the door-key clicked in the outer lock, and we parted on the door-step. "You must forget your troubles and come with a lighter heart, to-morrow."

And Miss Minnie, with a smile, said she believed she should.

Some days passed. For the first two or three, there was less and less cheerfulness in the eye of Mistress Minnie, when she bade me a good evening, passing my desk to go out. At last, one evening, just as the shutters were being closed, Minnie brushed past, radiant. The school has been quieter than usual, I thought to myself. "I have found out a secret," said Minnie. "Guess what it is."

"A pretty important one?" said I.

"No, not very. Only an ancient motto. I have kept it in my mind all day."

"You seem mysterious."

"Yes, and I shall keep it to myself awhile," replied the maiden, with a little seriousness of glance.

"But I want to know what it is," said I.

"O, only a solution of the puzzling question we discussed one evening lately."

"I had forgotten."

"Yes," she added, quite elated, and with head erect, eyes flashing, "the motto is a very antique motto. I learned it of the monks."

"Of the monks?"

"Who, but they, copied out all those glorious things written for our learning in the Holy Scriptures? And some kind monk has surely sweated and wept and groaned with many a pang of regret in his bosom at the hardness of his discipline to erring ones under his care."

"Ho, ho, you live in mediæval times, do you?"

"All times are alike to me. If a worthy abbott's heart fluttered with the excess of his anger at a willful brother's ways, may not my own, at the head-strong actions of my romping school-boys? I have borne and borne with them till I have become tired and weary. I have talked and persuaded, till thinking one day what religion must have done for these old faithful men, I resolved to study for more grace, and I have found it—"

"In your motto?"

"Yes, in my motto.—See."

And she led the way back into the room she had just quitted.

"There, look," said she. "Some of my scholars gathered evergreen and I have put up, over my door where I can see it all the day long, the antique motto I have worn on my sleeve these four days. When I am tempted to be harsh or exacting of discipline, I judge hard, I think evil; I keep working over the thoughts of wicked conduct in the hearts of my scholars—and I am wicked enough, alas, myself. So now, whenever I am drawn into such ways, I look up to my green, fresh, ever-speaking motto."

"I have seen those words before."

"Yes, they are simple enough. And yet I never thought they were so living and real."

For all the words she had placed there to be in her sight all day long, were four of the simplest ones, yet O, how good and kindly—

"CHARITY THINKETH NO EVIL."

H. C.

PROFESSIONAL MALADIES.

I have heretofore devoted some time in a sketch of hardships of teachers. Some common maladies are worth analyzing and thinking about. Of these are Nervousness and Wakefulness.

An esteemed clerical friend yesterday said to me that he was much surprised on retiring to sleep under the shelter of his tent, which he had pitched for a few days' recreation on the shore of Narragansett Bay, to find himself falling immediately to sleep, on seeking his couch of repose. For sometime he had slept poorly, the cares and the labors of a parish having weighed upon him and agitated his mind. It was quite late in the night often when his tired eyelids drooped to rest. Now this is a significant occurrence, and is not less common than the ordinary relief for such maladies. I suppose the change of air—his tent being open and exposed to the night wind—joined to the unusual labor of out-door employment in open air, had brought on this welcome sleepfulness. No one knows how welcome is the repose such as a tired farmer gets after a hard day's work in the potato field. How delightful is this unwonted drowsiness even in the early evening! How conversation lags and the head droops unconsciously to the shoulder, till a long yawn and a reaching of the hand for a candle, with a

“good-night,” from a sleepy head, tell beforehand of immediate slumber, soon as the head finds its wonted place on the pillow.

Another type of nervousness, arising from too constant concentration of thought upon a particular topic and the use of the pen too long, is felt in an uneasy sensation about the eyes, the face and sometimes the lower jaw; not really a pain, but an unwelcome, undefined, disagreeable feeling, sometimes merging into shooting pains in the forehead and about the face. Now the readiest remedy for this is a truce from such labor. Drop pen or book. Take up such a tool as stands nearest by. Work, cut, carve, dig, shovel; do with hand and arm what has been done by head and fingers. And the pain after awhile ceases, if the air be open and the place a pleasant one. Particularly desirous, for correcting any irritableness that one may have on steady employment of the thinking and writing powers, is a brisk ride on a rattling team, a run or a frolic on the green sward, a rough-and-tumble-wrestle with a strong companion. If these are not to be had, then snatch up a pair of wood dumb-bells and try what the light gymnastics can do.

H. C.

EDUCATIONAL INTELLIGENCE.

From the Burlington (Vt.) Free Press.

UNIVERSITY OF VERMONT.—INAUGURAL ADDRESS OF THE NEW PRESIDENT, PROF. JAMES B. ANGELL.

AFTER the conferring of the degrees, the venerable Professor Torrey, acting President of the University for the last four years, in a few exceedingly appropriate words, introduced Mr. James B. Angell, the President elect, formerly Professor at Brown University, but more recently connected with the *Providence Journal*.

The oath of office, and of allegiance to the State of Vermont and to the United States, was then impressively administered by Gov. Dillingham, closing by presenting to President Angell the keys of the University.

Dr. Torrey then, in behalf of the Faculty, addressed a beautiful and touching welcome to President Angell. He said that as an old servant of the University, spared to serve under *four* successive presidents, he had the honor to welcome him to the head of the Faculty, assuring him of their full confidence and heartiest support, and praying that God would spare his life and make him a blessing to the college and to the world. Dr. Torrey spoke with an earnest feeling which moved all who heard him. As the new President stepped forward to respond, he was received by a burst of applause, from the Alumni and audience, which died away only to rise again, and continued for several minutes. We never witnessed a heartier demonstration of welcome.

PRESIDENT ANGELL'S ADDRESS.

Mr. President, Trustees, Alumni, and Friends of this University :

It is with a diffidence which I cannot describe, that I have accepted this symbol of authority and have taken this oath of office. In this hour of my solicitude these cordial words of welcome, uttered by these revered lips, are most comforting and cheering to my heart. I am most truly grateful for them.

So few days have elapsed since I was called to this post, and those days have been so crowded with labors incident to my change of position and to the organization of the new department in the University, that I supposed that a formal inaugural address would not be expected of me. But I should do injustice to my own feelings if I did not assure the Trustees how deeply sensible I am of the honor they have conferred on me, and of the weight of responsibility I am assuming. Appreciating fully, I trust, the importance and the difficulty of the work before me, I know that if I meet with any measure of the success you have been pleased to wish for me, I shall owe it mainly to the constant and hearty support of the Corporation, of my laborious and accomplished associates in the Faculty, of these devoted Alumni, of these ingenuous and earnest-minded Undergraduates, to the generous aid of the citizens of Vermont, and especially those of Burlington, to the ardent zeal of the unnumbered friends of this Institution, to the warm sympathy of all lovers of Christian learning wherever their homes and whatever their names. But above all, would I acknowledge my dependence on Him, who has so signally blessed this University through the whole period of her eventful history, and has made the lives of so many of her sons redound to His honor and glory.

It is with unfeigned humility, believe me, that I take a chair, which has been rendered illustrious by such a succession of good and gifted men, but which was never better graced than by the genial, beloved and illustrious scholar, who, having for more than the life-time of a generation, dispensed the fruits of his ample learning in yonder academic halls, still remains to cheer us with his benign presence, to stimulate us by his untiring industry, and to aid us with his serene wisdom. I count it as one of my chief encouragements that I may be permitted to sit at his feet and profit by his rich experience and sound counsels. *Servus in cœlum redeat.* Long may he be spared to guide and inspire us all!

Under the direction of him and his predecessors, this University, as true to her lofty ideal of Christian scholarship as the unchanging star in these northern heavens to its appointed post, has now for more than three-score years, been shedding abroad the light of sound learning throughout this land. If she has sometimes been tempted by the example of other institutions and sometimes by misfortune, to purchase temporary prosperity by the sacrifice of her ideal, she has never yielded to the temptation; but with unflinching step has bravely pursued her exalted aim. This is her glory to-day in the world. And we are resolved, are we not, that this her distinguishing glory shall not be lost, but that we will strive to make her future worthy of her past. We are determined that the standard of scholarship and mental discipline established by that great man, James Marsh, and constantly maintained by his successors, shall be so faithfully upheld, that a place on the roll of your Alumni shall be accepted throughout this nation as a certificate of thorough scholarly training and of worthy membership in the great Brotherhood of Letters.

But while continuing to do all that she has done in the past, the University now takes upon herself new duties and new responsibilities. Congress, prompted and guided largely, we are proud to say, by the intelligence and far-sighted wisdom of one of the Trustees of this Institution, has made a liberal grant of land to each State for the endowment of a school, in which instruction shall be given in the branches of knowledge which pertain to Agriculture, the Mechanic Arts and Military Tactics. This State has entrusted to this Institution the work of giving that instruction, on conditions which are known to you all. We shall therefore now be able to open some new courses of study, and to give more extended and special instruction than has heretofore been possible in certain branches, which have long been taught. The wonderful developments which have been made within a comparatively short period in several of the physical sciences, and the urgent demand which Agriculture and the Mechanic Arts are justly making for instruction in those sciences, have presented an important question to all the colleges in this country. It is beyond

dispute that there is a large, an increasing, and a reasonable demand for ampler scientific instruction than was formerly furnished in the regular curriculum of our colleges. It is equally clear that this demand must be and will be met by some kind of institutions. The question is, shall our colleges shut their ears to the appeal for this kind of education, which every one concedes is needed, and deprive themselves of the active sympathy of a large portion of the people, or shall they, while retaining intact their classical courses, endeavor to furnish the special scientific training desired, and thus, meeting at once the classical and the scientific wants of the age, live in most intimate and friendly communion with it? I need not rehearse the arguments, which have been adduced in the various answers to this question. But practically every college of high standing is returning the same answer. Every one which has the means has already established, or is now establishing, a special scientific course. Not one, which has such a course, complains that, in consequence of it, the old branches of study are less earnestly sought, or less effectively taught, or less vigorously pursued. I recall with pleasure, in this connection, that forty years ago, President Marsh, in his Inaugural Address, expressed the hope that by the diffusion of education, "every artist should understand the principles of his art, and the labors of the agriculturist should not be altogether empirical, that each should be so well acquainted with the exercises immediately connected with his daily occupation as to be prepared to adopt or to invent the most useful and scientific method of accomplishing his ends." Is not that just the result for which we are now to labor? I remember, too, that that extraordinary man, who, with all his learning and philosophy, was, as our venerated friend, his biographer, tells us, a very practical man, early introduced partial courses of study to meet the wants of those who could not pursue the full academic course. Are we not acting in accordance with his spirit in striving to meet the demand of our time for scientific education? Are we not as educators doing our duty to the young men of this State by placing within their reach the facilities for acquiring the scientific knowledge which they may need in their several pursuits? Is it not worthy the ambition of the University of Vermont to prepare them for the highest proficiency in the Mechanic Arts, and in that noble Art, to which God in his Providence seems to have called so many of them, by filling these thousands of verdant hills with cattle and by fashioning with His plastic hand these fertile valleys, in which to-day ten thousand scythes go singing merrily through the bending grass? While we bear the name of University, rather than bound our vision by any one fixed course of study, shall we not with the largest hospitality throw wide open our gates to every science? May we not hope to build up here a University indeed, which shall train and equip men for every department of scholarly research and for every useful position in life?

Are any of the sons of this University discouraged because the number of her students is diminished? But remember that if the immediate household of the Alma Mater is small to-day, it is because when the imperilled nation called for defenders, she, with a spirit of heroic self-sacrifice worthy of her palmy days, ungrudgingly surrendered one-half the children she was nurturing so carefully, and bade them go forth in God's name and with her maternal benediction on their heads, to defend on the field of battle and in the face of death the great principles of order and freedom and truth, which they had learned from her to love so well. And shall we dare to call her poorer for this sacrifice of sons, who were as dear to her as her life? Is this heroic State accounted poorer, because her brave sons have sprinkled with their blood every battle-field in the south? Has she not, in her pride in their services, in her admiration of their character, in her sacred and tender recollections of the slain, a treasure whose value cannot be computed in figures, an inspiration for her children in all coming generations? And shall we so insult the friends of this University as to suppose for a moment that she is to be left the poorer even in material wealth, because she enriched the nation with her choicest gifts, because she has justified liberal studies before the world by proving to this nation in its hour of supreme need that its scholars are its defenders? Is she to be deserted because she has done her work too well? Is she to be abandoned, because she so fired the hearts of her students with patriotism that they rushed forth at the first appeal of their country, some of them alas! never more to return to these pleasant scenes? No, no, this cannot be. "Blessed rather," do we not all exclaim, "forever blessed be the dear mother who bears sons of such heroic mould?"

Our prayers, our labors, our silver and our gold, shall be for her. By every impulse of gratitude, of admiration, of patriotism, the friends of this University are prompted to rally around her, that these days of peace, which her sons have helped to conquer, may bring to her an unprecedented measure of usefulness, prosperity and joy. In the full hope of this glorious consummation, let us, one and all, enter bravely, cheerfully, trustfully, on the work of the coming year.

These most appropriate, earnest and eloquent remarks, were repeatedly interrupted, and followed at the close, by long applause. President Angell is a finished and effective speaker, and his closing appeals brought the moisture to many eyes and awoke a response of strong and genuine feeling in hundreds of worthy hearts. It was an occasion long to be remembered.

AMERICAN INSTITUTE OF INSTRUCTION.—THIRTY-SEVENTH ANNUAL MEETING.

THE thirty-seventh annual meeting of the American Institute of Instruction commenced at the City Hall, Burlington, Vt., Tuesday, August 7th, at half past 2 o'clock, P. M. Some three hundred teachers, male and female, were present, besides many eminent college professors and distinguished educators.

Prof. Buckham, of the University, welcomed the Institute to Burlington in a short and genial address. He was responded to by the President of the Institute, B. G. Northrop, of Massachusetts.

The Treasurer's report was submitted by William E. Sheldon, of Boston. The receipts amount to \$824.82, which includes \$500 donated by the State of Massachusetts. The expenses are \$633.30, which leaves a balance in the treasury of the Institute of \$191.52.

A discussion then ensued on the following subject: "Our Schools—their influence on, 1st, Agriculture; 2d, Commerce; 3d, Manufactures; 4th, Civil Policy; 5th, Morals." A. P. Stone, of Portland; Rev. A. A. Miner, D. D., President of Tuft's College; Dr. Absalom Peters, formerly editor of the *American Journal of Education and College Review*; Mr. Sheldon, of Boston; Mr. Crosby; Rev. Daniel W. Stevens, Superintendent of Schools at Fall River, Mass., and Mr. Ladd, of Providence, took part in this discussion.

The Institute then adjourned until evening, when a fine lecture was delivered by Moses T. Brown, of Cincinnati.

Wednesday, Aug. 10, the exercises opened with prayer by Rev. Dr. Miner. A discussion then ensued upon the subject of "Reading as a fine art." Messrs. Lewis B. Monroe, (a fine elocutionist,) of Boston; Moses T. Brown, of Cincinnati; Mr. Crosby, of New Hampshire, and Rev. Dr. Miner, took a prominent part in the discussion. Hon. Joseph White, of Williamstown, closed the debate in an elaborate and eloquent plea for natural reading.

John D. Philbrick, of Boston, addressed the Institute at length upon the subject of "Graded Schools." It was an exhaustive disquisition, and was listened to attentively. Mr. Milan C. Stebbins, of Springfield, followed in an address upon "Practicality in Education."

The President announced as committee on resolutions: Messrs. Clafin, of Mass.; Kiddle, of N. Y.; Hoyt, of R. I.; Read, of Mass., and Richards, of Washington.

The Institute then proceeded to the discussion of the question, "Education and Reconstruction," which was opened by Thomas D. Adamas, of Newton, Mass., who contended that the only way to "reconstruct" was to "educate." The remainder of the afternoon discussion was upon "reading," in which Messrs. Slade, Monroe and Claflin, of Massachusetts, and Prof. Buckham, participated.

In the evening Prof. Tyler, of Amherst College, gave an able and learned lecture.

Thursday, Aug. 11, the subject of Schools was discussed at length by the Institute, and Rev. J. R. Converse, and Messrs. Hoyt, of Vermont; Ladd, of Rhode Island; Sawyer, of Connecticut; and White, of Massachusetts, engaged in the discussion.

Resolutions of respect to the memory of the late President Wayland were adopted.

At 11 A. M., Senator Edmunds delivered the fine and scholarly address just made by him at Middlebury. It was received with applause.

At the afternoon session, after the reading of letters from distinguished personages unable to attend, the following officers were elected:

President—William E. Sheldon, Boston, Mass.

Vice Presidents—William Russell, Lancaster, Mass.; Henry Barnard, Hartford, Conn.; Samuel S. Greene, Providence, R. I.; Ariel Parish, New Haven, Conn.; George B. Emerson, Boston, Mass.; Nathan Hedges, Newark, N. J.; Zalmon Richards, Washington, D. C.; John W. Bulkley, Brooklyn, N. Y.; Thomas Sherwin, Boston, Mass.; David N. Camp, New Britain, Conn.; John D. Philbrick, Boston, Alpheus Crosby, Salem, Mass.; Ebenezer Hervery, New Bedford, Mass.; Henry E. Sawyer, Middletown, Conn.; Edward P. Weston, Farmington, Me.; Emory F. Strong, Bridgeport, Conn.; D. B. Hagar, Salem, Mass.; A. P. Stone, Portland, Me.; Charles Northend, New Britain, Conn.; B. G. Northrop, Saxonville, Mass.; John Kneeland, Roxbury, Mass.; T. W. Valentine, Brooklyn, N. Y.; J. E. Littlefield, Bangor, Me.; Joseph White, Williamstown, Mass.; Charles Hammond, Monson, Mass.; Abner J. Phipps, Lowell, Mass.; John W. Dickenson, Westfield, Mass.; Merrick Lyon, Providence, R. I.; Elbridge Smith, Dorchester, Mass.; Samuel M. Perkins, Brooklyn, N. Y.; Samuel W. Mason, Boston, Mass.; A. A. Miner, Boston, Mass.; Albert Harkness, Providence, R. I.; M. H. Buckham, Burlington, Vt.; D. W. Stevens, Fall River, Mass.; David Crosby, Nashua, N. H.; Wm. P. Atkinson, Cambridge, Mass.

Recording Secretary—Charles A. Morrill, Boston, Mass.

Assistant Recording Secretary—George T. Littlefield, Somerville, Mass.

Corresponding Secretaries—T. D. Adams, Newton, Mass.; J. J. Ladd, Providence.

Treasurer—Granville B. Putnam, Boston, Mass.

Curators—J. E. Horr, Brookline, Mass.; Samuel Swan, Boston, Mass.; Henry C. Hardon, Boston, Mass.

Censors—James A. Page, Boston, Mass.; C. Goodwin Clark, Boston, Mass.; Edward Stickney, Newton, Mass.

Counsellors—Charles Hutchins, Boston, Mass.; George N. Bigelow, Framingham, Mass.; Wm. T. Adams, Boston, Mass.; A. G. Boyden, Bridgewater, Mass.; W. A. Mowry, Providence, R. I.; N. A. Calkins, N. Y. City; J. W. Webster, Boston, Mass.; D. W. Jones, Roxbury, Mass.; J. A. Bartlett, New Britain, Conn.; A. S. Higgins, Brooklyn, N. Y.; I. N. Camp, Burlington, Vt.; D. W. Hoyt, Providence.

Resolutions of respect to the memory of deceased members were adopted.

Prof. Harkness, of Brown University, and Wm. P. Atkinson, of Boston, fully considered the "place of the sciences and the classics in a liberal education."

Miss Seaver then gave a wonderful and satisfactory exhibition of "Object Teaching," which closed the afternoon's proceedings.

The Institute formally adjourned last evening, but contemplate a trip to-day to Crown Point and Plattsburgh and return, upon the fine steamers R. W. Sherman and Canada. Complete arrangements have been made for the excursion.

PENNSYLVANIA. Prof. J. P. Wickersham has resigned the principalship of the Normal School at Millersville.

SALARIES OF CINCINNATI TEACHERS. The School Board of Cincinnati recently adopted, by an almost unanimous vote, the following liberal schedule of salaries to take effect at the commencement of the next school year.

Intermediate Schools. Principals shall be appointed at \$1,800 per annum, which sum shall be increased \$100 annually, until the annual salary shall amount to \$2,100: Provided, however, that no teachers in the employ of the Board, if appointed Principal of an Intermediate School, shall thereby suffer any reduction of salary. First male assistants and first German assistants shall be appointed at \$1,200 per annum, which sum shall be increased \$100 annually, until the annual salary shall amount to \$1,600. Female assistants shall be appointed at \$600 per annum, which sum shall be increased \$50 annually, until the annual salary shall amount to \$800.

District Schools. Principals shall be appointed at \$1,600 per annum, which sum shall be increased \$100 annually, until the annual salary shall amount to \$1,900. First male assistants and first German assistants shall be appointed at \$1,000 per annum, which sum shall be increased \$100 annually, until the annual salary shall amount to \$1,300. Female assistants shall be appointed at \$400 per annum, which sum shall be increased annually \$50, until the annual salary shall amount to \$700.

There shall be four music masters, at a salary not exceeding \$1,500 per annum, each; two drawing teachers, at a salary of \$800 per annum, each, which sum shall be increased annually, until the annual salary shall amount to \$900; one male teacher of gymnastics, at a salary not exceeding \$1,500 per annum, and one female assistant, who shall instruct the girls in grades D, E, and F, at a salary of \$800 per annum.

The salaries of teachers now in the employ of the Board, for the next school year, shall be regulated by the number of years' experience of such teachers, in the same or equivalent position in regularly graded schools of good standing, counting the first year at the lowest salary named, and adding the annual increase for each year's experience, provided, that no experience of less than half of a year shall be counted, and provided, that all teachers to be hereafter appointed, shall begin with the lowest rate of salary, unless the Board shall upon the recommendation of the committee on salaries, make special exception in the case of an experienced teacher. All substitutes shall be paid at the lowest rate of salary named for the position.

A comparison of this schedule with the salaries paid by the leading cities of the country, shows that Cincinnati leads all in the wages paid female teachers. This will enable the School Board to go into the market and employ teachers of the very highest qualifications, thus not only maintaining the great excellence of the schools of the city, but securing for them an undoubted pre-eminence.

The salaries of the officers of the Board are to be as follows: Superintendent, \$2,500; clerk, he employing and paying assistant clerk or messenger and janitor, \$2,500; superintendent of buildings, \$2,500; librarian, \$1,200; assistant librarians, not exceeding \$650 and \$350.—*Ohio Educational Monthly*.

THE LEAST COMMON MULTIPLE. The method of finding the least common multiple, used in most Arithmetics, is difficult to explain to the satisfaction of most scholars. The process until understood, seems very complex. We have seen somewhere, a method which we prefer as being much more simple. It is simply to take the largest number given, and multiply it by any prime factor found in the other numbers which is not common to this. Take the numbers 4, 16, 24 and 60; 60 contains the prime factors of 4; the prime factors of 16 are 2 taken four times; 2 is found in 60 only twice, hence you must multiply 60 by 2 as a factor twice, which makes 240; 240 contains the prime factors of 24, and is the number required. After having used this method a few times, a scholar will see at a glance what the larger number must be multiplied by to produce a common multiple.—*Wisconsin Journal of Education*.

LOGICAL PARADOX. Epimenides said, "All Cretans are liars." Now Epimenides was himself a Cretan, therefore Epimenides was a liar. But if he was a liar, then the Cretans were not liars. Now, if the Cretans were not liars, Epimenides was not a liar. But if he was not a liar, the Cretans were liars.

RESIDENT EDITORS' DEPARTMENT.

ATTENTION, RHODE ISLAND TEACHERS AND FRIENDS OF
EDUCATION.

THE RHODE ISLAND INSTITUTE OF INSTRUCTION will hold an Institute at PAWTUCKET, R. I., commencing on Wednesday, October 10th, and closing on Saturday, October 13th.

The Board of Directors have decided by an unanimous vote, to hold one session of the Institute only, beside the Annual Meeting in January, to select a central place for this meeting, and to secure the services of eminent educators, hoping thereby to procure the attendance and union of ALL the TEACHERS of the State.

The time and place of meeting are the most favorable that could be selected, and the Committee of Arrangements intend making this an occasion which all Rhode Island teachers will earnestly desire to participate in. The School Committees of the different towns in the State are hereby requested not only to afford the opportunity, but to urge the attendance of all teachers under their supervision.

The Programme of Exercises, which will be announced in due season, will consist of Addresses, Lectures, Discussions, Practical Teaching and Music,—in fact, all of the exercises which go to make up a first class Institute.

All who read this notice are requested to extend the information as far as possible, and our newspaper and magazine exchanges are especially desired to make a printed note of the same.

T. W. BICKNELI, *Pres. R. I. Inst. Instruction.*

Providence, Aug. 6, 1866.

FALL INSTITUTE AT PAWTUCKET.

THE SCHOOLMASTER calls the attention of its numerous readers and the friends of education generally, to the important notice of the President of the Rhode Island Institute of Instruction, of a four days' Institute to be holden at Pawtucket in the beautiful month of October. The short sessions of the Institute previously held, have called together but few of the teachers at any one meeting, and the labor of conducting them has fallen upon a *few* of the teachers of the State. This change, which is an experiment, will, we doubt not, be very acceptable to all and prove its wisdom by its decided success. To make it a success, two things are desired of *every teacher* in Rhode Island.

FIRST, to come him or herself. Pawtucket is a large village and her hospitalities are larger. Even if all the *Massachusetts teachers* should hear of this gathering and should desire to come, we have no doubt but that Providence would come to the aid of her sister town with a large heart and a full commissary department, and thus supply all needs. SECOND, take your friends with you.

All of those most successful in teaching know the value of these educational meetings, and are most often present. You may well suspect the success or growth of any professional person who fails to attend the meetings which are appointed for the promotion of his particular calling.

The following classes of persons we certainly expect to see at Pawtucket at this Institute: The School Commissioner, and all other leading educators of the State. All the actual, earnest, growing teachers of Rhode Island. All who hope to teach

during the Fall, Winter and Spring in the District Schools of the State. All who wish to secure good schools, or are candidates for the teachers' profession. All school-officers who are in search of good teachers; they will be sure to attend the Institute to find teachers for their Winter Schools.

OUR OWN STATE.

WARREN.—The School Committee of Warren shortened the Summer Term two weeks, thereby increasing the vacation to eight weeks, to correspond with the schedule of terms and vacations of the Providence Schools. The Committee have under consideration an additional increase of the teachers' salaries.

BRISTOL.—Bristol has appropriated \$6,500 for Public Schools for the present year.

PAWTUCKET.—The School Committee of Pawtucket have invited the Rhode Island Institute of Instruction to meet there at its October session.

PROVIDENCE.—The School Committee of Providence, at a very full meeting, have voted *unanimously* in favor of increasing the salaries of the Public School Teachers twenty per cent.

BROWN UNIVERSITY.—The Commencement Exercises of the University take place on Tuesday and Wednesday, September 4th and 5th.

TEACHERS' SALARIES RAISED IN PROVIDENCE.

The City of Providence has raised the salaries of the Public School Teachers, as follows:

OFFICE OR GRADE.	OLD SALARY.	NEW SALARY.
Superintendent of Schools, - - - - -	\$2,000	\$2,250
Two High School Teachers, - - - - -	1,600	1,850
One High School Teacher, - - - - -	1,500	1,800
Grammar Masters, - - - - -	1,500	1,800
Music Teacher, - - - - -	1,000	1,000
Music Teacher, - - - - -	350	400
One Female Teacher, High School, - - - - -	650	700
One Female Teacher, High School, - - - - -	600	650
Two Female Teachers, High School, - - - - -	550	600
Assistants in Grammar Schools, - - - - -	500	550
Principals Intermediate, - - - - -	400	450
Assistants Intermediate, - - - - -	350	375
Principals Primary Schools, - - - - -	350	375
Assistants Primary Schools - - - - -	300	325

PROF. JAMES B. ANGELL, recent Editor of the Providence *Journal*, was inaugurated President of Vermont University at the Commencement Exercises in August. We call attention to his inaugural address, found on another page of THE SCHOOL-MASTER.

SCHOLFIELD'S COMMERCIAL COLLEGE.—This Institution has outgrown its old home and accommodations, and Mr. S. will hereafter be found at Howard Building, where

he has fitted up a suite of Rooms, with the most modern furnishings, for the accommodation of his numerous and increasing circle of patrons. The steady and healthy growth of this College is a good test of its value, and we would recommend its facilities to all who desire a thoroughly sound and practical business education. All the Departments are furnished with able instructors and valuable apparatus, and we can only predict for Mr. S. a future as eminently successful as the past has been useful and progressive.

THE CATALOGUE OF PROF. TOURJEE'S MUSICAL INSTITUTE shows that a successful foundation has been laid for a thorough and comprehensive Musical Education in our city. A large and talented Faculty has been secured, and the class of musical studies seems to be of a very high order, while the Public Soirées held during the last year have evinced a fine scholarship and training. The reports of the Examining Committee testify to the exactness and thoroughness of drill and to the correctness of style and taste manifested by the pupils. We are glad to record the deserving popularity and success of this Institution.

OUR BOOK TABLE.

SCHOOL GOVERNMENT. A Practical Treatise, presenting a thorough discussion of its facts, principles, and their applications. By Frederick S. Jewell, A. M., of the State Normal School, at Albany, N. Y. Published by A. S. Barnes & Co.

We have read this book with very great satisfaction. It is the most philosophical, clear, and exhaustive discussion of the whole subject of school government, we have yet seen. Its lucid statement of principles, and its minute detail of their practical application, commend it to the careful perusal of every man and woman, who has the responsibility of the government and the instruction of the young. Its style is simple, earnest and forcible. Its analysis of subtle and mooted questions, is masterly, and its critiques upon some popular errors are fair, sharp, and irresistibly confuting. As a whole, it is an exhibition of philosophical acumen, of just discrimination, and of large practical experience, such as we rarely meet. No teacher is fit for his profession, who is not intuitively, or by acquirement, familiar with it. Mr. Jewell has successfully bridged a chasm, and supplied a want, where thousands have failed. We wish Rhode Island had the advantage of such an intellect, of such a culture and such an experience in her Normal School. The rich result would be the best reply to the ignorance of those who affect to deny the value and need of Normal Instruction. We predict for the book, a popular reception and large sales.

"THE TEACHER'S INSTITUTE; OR FAMILIAR HINTS TO YOUNG TEACHERS." By William B. Fowle. A. S. Barnes & Co., N. Y., Publishers.

This is a duodecimo volume of 250 pp., containing for the most part, the results of the writer's twenty years experience as a teacher. It gives in detail, his methods of teaching the alphabet, reading, spelling, arithmetic, geography, &c., furnishing many very excellent suggestions to teachers of all ages, and of much, as well as of little experience. It is an easy, off hand, familiar record of school life, abounding in use-

ful hints. While we do not accept all his methods, or his conclusions, we do not hesitate to commend the book to the careful perusal and study of all the teachers of this State. Teachers, go and get it; read it carefully, it will do you good.

"THE CAMP, THE BATTLE FIELD, AND THE HOSPITAL," is the title of a handsome volume, just issued by the New England Publishing Company, Boston, Mass. The author has delved most industriously amongst the masses of curious incidents, which have marked the late war, and has grouped and classified them under appropriate heads, and in a very attractive form.

There is a certain portion of the war, that will never go into the regular histories, and will not get embodied in romance or poetry, which is a very real part of it, and will, if preserved, convey to succeeding generations, a better idea of the spirit of the conflict, than many dry reports, or careful narrative of events, and this part may be called the gossip, the fun, the pathos of the war.

These illustrate the character of the leaders, the humor of the soldiers, the devotion of women, the bravery of men, the pluck of our heroes, the romance and hardships of the service. From the beginning of the war, the author, Dr. L. P. BROCKETT, has been engaged in collecting all the anecdotes connected with, or illustrative of it.

The volume is profusely illustrated with over 100 engravings, by the first artists, which are *really beautiful*; worthy of examination as specimens of the art. The book's contents include reminiscences of camp, picket, spy, scout, bivouac, siege and battle-field adventures; thrilling feats of bravery, wit, drollery, comical and ludicrous adventures, etc., etc.

Amusement as well as instruction, may be found in every page, as graphic detail, brilliant wit, and authentic history, are skillfully interwoven in this work of literary art.

It is just such a volume as will find numerous purchasers, and just such a one as persons seeking to act as book agents, should add to their list.

OUR YOUNG FOLKS.—Good at first, is constantly improving. Read the following "Special Notice." The conductors of *Our Young Folks* have great pleasure in announcing that they have completed arrangements for adding as a new feature of their magazine a series of Full Page Illustrations. These will be drawn by the first artists, engraved in the best manner, and printed upon fine tinted paper. Each number of the magazine will contain one or more of them. The first picture of the series, to be given with the September number, is "The Wanderers," designed by W. J. Hennessy. The Colored Illustrations, which were promised for this year, are now printing, and will be given in the November and December numbers. The first of these will be entitled 'Florinda and Florindel;' the second, 'The Old Man of the Mountain,' designed by Alfred Fredericks."

THE HERALD OF HEALTH, for August, contains an article on "Tobacco," by Horace Greeley; "English Pluck," by Moses Coit Tyler; "The Cycles of Life," by F. B. Perkins; "Study of Physiology," by Prof. Rufus King Browne; "Personal Habits," by Rev. John Pierpont; Poems by Alfred B. Street, George W. Bungay, Dr. J. E. Snodgrass and J. B. F. Walker, M. D.; Health of Girls; Uses of the Turkish Bath; Treatment of Spinal Curvature; National Longevity; Causes, Prevention and Treatment of Cholera; Botany for Invalids; Anæsthetics; Ventilation; Lead Pipe Poisoning; Children Teething; Home Treatment of Cholera Morbus; Cholera Infantum; Nose-bleed; Difficult Breathing; Sleeplessness, etc. \$2 a year—20 cents a number. Address Miller, Wood & Co., 15 Laight Street, New York.

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VOLUME XII.]

[NUMBER X.

A TRIP TO MT. VERNON.

Our pilgrimage to the American Mecca was made on a recent beautiful but sultry day of June. As we stepped aboard the steamer at Washington, fresh berries laden with fragrance from the woods, and newly-mown fields on the shores of the Potomac, pleasingly contrasted with the stagnant air of a crowded city, and the sickening effluvia of its unswept streets. A sail of an hour and a half, brought us to the venerable and substantial fort Washington, in view of which, on the opposite shore, lay the consecrated spot, about which cluster so many associations dear to American hearts. There we took on board a squad of soldiers for guard duty on the grounds, and in a few moments afterwards, were safely landed at our destination.

"This, then," said we, "is the home and the resting-place of Washington; over these grounds he walked, and in yonder mansion he ate and slept and died." Wending our way up the winding pathway, we came to the humble brick tomb, where, amid overhanging trees and shrubbery, reposes the dust of the "Father of his Country." Over the entrance we read, "Within this enclosure rest the remains of General George Washington." The sarcophagus of the illustrious dead and of his wife, are plainly seen through the strong iron railing that guards the entrance, on one of which is the word "WASHINGTON," and on the other by its side, "MARTHA, the consort of Washington." Within and on the farther wall, is inscribed the hopeful language of Jesus, "I am the resurrection and the life; he that believeth in me though he were dead yet shall he live."

"But Washington is not here, said some one in a low, sad tone." "*Non it est partout,*" responded a venerable countryman of Lafayette, with a generosity that did honor to his hoary locks. No, he is everywhere. The remains were first deposited in the old family vault overlooking the Potomac, and were removed to this one in 1832. In 1837 they were placed in the marble sarcophagus, where they will probably remain undisturbed through many generations. Near by the tomb are four monuments, in memory of near relatives of the honored dead. On one of them is the following inscription: "Within the vault lie buried the mortal remains of Bushrod Washington, an Associate Justice of the Supreme Court of the United States. He died at Philadelphia, November 26th, 1827, aged 68 years." By his side is interred his devoted wife, Anna Blackburn, who survived her beloved husband but two days, aged 60. "The heart was broke, it aches no more. They were lovely and pleasant in their lives, and in death were not divided." On another is inscribed, "Sacred to the memory of John Augustine, son of Corbin and Hannah Washington," who appointed him one of his executors, and bequeathed to him Mt. Vernon, where he died June 16th, 1832, aged 43. The others are in memory of Mrs. M. E. Conrad, grand-neice of Washington, and Eleanor Parke Lewis, grand-daughter of Mrs. and adopted daughter of General Washington.

The family mansion is a large, plain edifice, commanding on the east side, a fine view of the Potomac and the surrounding country. On the west, a beautiful lawn of several acres lays spread out before it, skirted on the north side by a flower garden, laid out, it is said, by Washington himself, and on the south by a vegetable garden. On the grounds are seen flourishing a variety of trees, among which are the linden, magnolia, tulip, Kentucky coffee, sassafras, Lombardy and white poplars, the holly and cotton-wood, and others common to New England. One tree alone upon the plantation, a magnolia, enjoys the honor of having been set out by Washington's own hands. It is guarded during the visiting season, by a soldier, to preserve it from the ruthless hands of relic hunters.

The mansion was erected by Lawrence Washington, eldest brother of the General, in 1744, who named the place Mt. Vernon, in honor of the British Admiral of that name. The wings were added by General Washington in 1756, and makes the building as it now stands, about a hundred feet long by fifty wide. It is two stories

high, with a projection of the roof on the Potomac side, the whole length of the building, supported by eight columns. Though time has doubtless changed somewhat the appearance of the building and the premises generally, the visitor may walk over the same floor, now more than one hundred and twenty years old, touch the same brass knocker upon the door, and look out of the same windows as did Washington in days of "lang syne."

There are but few relics of value at present in the house, larger collections being found in the Patent Office, and the Smithsonian Institute at the Capitol. We noticed in the hall the key of the Bastille, presented to Washington by Lafayette after the destruction of that prison in 1779. In one of the rooms are the holsters and portmanteau used in his perilous expedition at fort Duquesne, the tripod he used in surveying, and a harpsichord, his wedding gift to Nellie Custis. In the south upper room where the good man "met his fate," is a bedstead on which he slept, and a *fac similit* of the one on which he died.

The original tract of land consisted of six thousand acres, according to one authority, though Washington in one of his letters, (Irving's Washington,) speaks of 3,260 acres exclusive of the mansion farm. Several ineffectual attempts were made to purchase these grounds, when an appeal was made to the ladies of America by Miss Ann P. Cunningham of South Carolina, an association was formed which resulted in raising \$236,000,—\$70,000 of which were contributed by Edward Everett, as the proceeds of his lectures on Washington, and his Mt. Vernon papers in the New York *Ledger*. Of this sum \$200,000 were paid for two hundred acres, including the family mansion. About \$20,000 have since been laid out for repairs.

It is a pleasing fact that during the war, when so many of the fine estates of the South were laid waste, and the clash of arms resounded on almost every plantation, these grounds were sacredly regarded by both armies. Special pains, we were told, were taken by both sides, to prevent any collision on the premises. The fact is worthy of record as honorable to both parties.

We retired from the place impressed that increased interest will be attached to the place as time passes, and the character of the great Washington becomes better appreciated, and his principles more generally received by the American people.

Centreville.

H. R.

ON TEACHING GEOGRAPHY.

I propose to consider the subject of geography — as it *is* taught, and one way — better, it seems to me — in which it might be taught. It is true that many of the subjects of *Physical* Geography are of such a nature, that, even if not taught on strict educational principles, the child can hardly fail to gain a moderately correct idea of what he recites. But alas for the unhappy urchins just transplanted from the primary schools, who are set to learning that the earth is round — that it has two motions, the daily and the yearly, — that the former is that in which it turns on its own axis, and the latter that in which it turns round the sun, — that the former motion produces the change from day to night, and the latter the change of seasons. These must, indeed, cause sore tribulation and vexation of spirit to the poor little victims! And not only are these difficult subjects generally taught by methods wholly at variance with the principles which should guide us in all our teaching, but, with most teachers, they precede many of the simple subjects of Physical Geography, and all of Political Geography. Go into one of our normal schools and test the young ladies' comprehension of the change of seasons, — I think the result would occasion some surprise; yet they studied the subject, or rather committed to memory the words, "The change of seasons is produced by the earth's motion round the sun," before they were ten years old.

This arrangement is a flagrant violation of more than one educational principle. First, this: "Not the order of the subject, but the order of Nature." Is it in the order of nature to teach a child that the earth is constantly revolving round the sun, and that this revolution produces the change of seasons, before teaching him, for instance, that the water he sees from the window is a bay, and that the land on which Fort Independence stands is an island? Is it in the order of nature to teach him that the revolution of the earth on its axis produces the change from day to night, before teaching him that he lives on the continent of North America?

"But," some one will say, "why should he not be taught the cause of these phenomena? He certainly observes them." Very true; so he observes the phenomena of twilight, and of the rainbow: would you, then, teach him the theory of the refraction and reflection of the sun's rays? He hears music: would you teach him to account for it on the undulatory theory?

This brings me to the second principle violated: "Proceed from the simple to the more difficult." The infraction of this, is manifest. Would you compel a child of eight years to lift a hundred-pound weight for the purpose of strengthening his body? Why then do you require him to lift a hundred-pound *mental* weight for the purpose of strengthening his mind? What would be the effect on the *body* in the first instance? What, then, must be the effect on the *mind* in the second?

A very forcible argument against this method occurred in one of our city schools not long since: A class,—most of whom could recite fluently the remarks contained in their books on latitude and longitude,—being asked at what place on the earth's surface there would be no latitude, replied, almost unanimously, "At the poles." Yet most of the class were considered by the teacher well prepared. There was one exception, however, which excited my risibles to a painful degree. A little girl, being asked to give the definition of latitude, replied, "Latitude is distance from the equator neither north or south." This definition, observe, is strictly correct, with the exception of one letter; but the introduction of that one letter, unfortunately, somewhat diminishes its value.

Taking it for granted, then, that the principles of Pestalozzi are correct, it is manifest that the arrangement generally adopted in the teaching of geography is unphilosophical and irrational. Now what arrangement can be found which shall not violate any principle, and which shall, the most truly, educate the child? One, it seems to me, which shall proceed from the most simple subjects of physical geography—as being, itself, the simplest of the three branches—through the more extended subjects of political geography, taking up mathematical geography as it is needed. First would come mountains, rivers, lakes, valleys, etc.—all those subjects which may be taught by means of pictures, without reference to maps or globes. Next to these we should wish to take up the more extensive ones of oceans and continents. These, however, cannot be taught by pictures without conveying false ideas of their size, as compared with islands and lakes. A globe, then, is necessary; but before using a globe, the child must understand why it is made of a spherical shape. Here comes in the subject of the form of the earth,—then continents and oceans,—next the political divisions of the continents; but, to study these properly, the subject of their representation on maps and globes

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must be understood, and here comes in the subject of latitude, longitude, division by circles, &c. From this point we may go on regularly with political geography.

As to the revolution of the earth on its axis and round the sun, and the consequent change from day to night, and from winter to summer, I would leave the consideration of those subjects until such time as the mind of the child should be ready to receive them without injury. This time, with the former, would be when he had completed his eleventh year, and with the latter, not before he had completed his thirteenth or fourteenth.

To go back now to the first part of this course: How may the subject of the simpler physical divisions of the earth be scientifically taught? Take this one, for example—a lake. We will suppose the lesson—in the giving of which the principle to be borne in mind is, “Develop the idea before giving the term”—to be in the hands of a teacher who endeavors in all things to make her teaching conform to what study and reflection have told her is right. By showing a picture of a lake, she easily gets from the children that it is “a piece of water with land all round it.” Writing this description of the picture on the board, she asks how the sentence may be somewhat improved. They will probably give “surrounded” in place of “all round,” and if they do not give “body” in place of “piece,” the teacher herself gives it. Now they have the idea of a lake expressed in good language. The teacher gives the term, and one more item of knowledge is added to the children’s stock;—an item acquired, not by the exercise of memory alone, but by the exercise of the perceptive faculty, of their common-sense, and by calling on their previous information. With the other subjects she proceeds in a similar manner, until she arrives at the form of the earth. This subject, usually passed rapidly over, by requiring the children to commit to memory the statement contained in their book, is one, it seems to me, which affords an unusually good opportunity for strengthening the reasoning faculties.

The children may apply knowledge gained from previous information, and may be led to form a correct opinion of the shape of the earth before any statement of the actual fact is made by the teacher. How? I will endeavor to illustrate. Holding an orange before the class, the teacher takes a short lead-pencil, a key, or any other small object which may be at hand, and placing it on the side opposite the

class, so that just the point is visible over the convexity of the orange, asks, what part of the pencil they see. "The point," is readily given. Moving it further on, she asks, "Do you see more or less of it now?" continuing in this way till the whole of the pencil becomes visible. Next she takes some plane surface, and placing the pencil upright on it, asks how much of it can be seen — "The whole." Moving it farther on, she repeats the question. Still, "The whole." "Then why," she asks, "is it that when I move it toward you on the orange, you see, first the point, gradually more and more, finally the whole, while on the slate you see the whole at once?" "Because the orange is round and the slate is flat," will be soon obtained. She makes use of a few more illustrations, in each case requiring the children to account for the gradual appearance of the pencil. After firmly fixing in the minds of the children the proposition, "If we are on one side of a round body, and anything is moved toward us from the opposite side, it will come into view gradually," she develops the converse of the proposition by using any familiar illustration, drawing the idea from the children clothed in any words they may suggest.

Now she proceeds to apply these propositions to the form of the earth, taking the proof of the appearance of an approaching vessel. After the gradual manner in which it comes into view has been stated, she goes back to the converse of the proposition just proved, asking, "If the ship comes gradually into view, what must be the shape of the body over which it is moving?" "Round." "And what is the body over which it is moving?" "The earth." "Then what is the shape of the earth?" The children will be forced from their previous observation to reply, "Round," but not, probably, with a very firm conviction of the truth of what they utter. The teacher, without corroborating their assertion, next places a ball so that it will cast a shadow on the floor; asks the shape of the shadow; shows by experiment that only a round body will cast a round shadow. Then she tells the class that sometimes the earth gets between the sun and the moon, just as the ball gets between the sun and the floor, and asks what would then be seen, probably, on the moon. "A shadow." "Yes, and this shadow is round. Does this," she inquires, "make you more nearly certain that you were correct in thinking the earth round?" The answer will be in the affirmative, and after allowing a few of the class to state again their reasons for holding such an opinion, the teacher corroborates it.

One difficulty remains, however, viz.: the *kind of roundness*.—whether the earth be spherical or circular. To elucidate this point, the teacher holds a cent—or, better, some larger circular object—in different positions, leading the children to notice and state that sometimes the shadow cast is round and sometimes not; then leads them in a similar manner, to notice and state that, in whatever position a ball is held, it still casts a round shadow. Next, giving the information that the earth *always* casts a round shadow, she asks which of these objects it might be supposed to resemble in shape. “The ball.”

Now the class have all the ideas necessary for a good definition; one or two well-directed questions will draw out that definition, and the subject is finished. Is it not much better thus to allow the truth to dawn gradually on the minds of the children; to awaken doubts as to the correctness of their preconceived impressions on the subject of the earth's figure; by proceeding cautiously from step to step, to make these doubts deepen into conviction,—and then, and not till then, when they are awake to the subject and ready to believe, to say decidedly “You are right,—the earth *is* round?”

Has there not been much more intellectual growth here, than can possibly take place in the minds of children whose firmly fixed opinions are suddenly met and rudely overthrown by the statement, on authority too high for them to doubt, “The earth is round.” Probably, after gazing at it a few minutes in mute surprise, they mentally ejaculate,—at least, those who have been fortunate enough to retain any degree of originality of thought,—“Well, I suppose it is, if the book says so,” and forthwith proceed to prepare for the inevitable parrot-like repetition of the fact. Is not this a step, nay, a prodigious stride, towards that much-to-be-dreaded, always-to-be-fought-against habit of mind, taking on trust, learning by rote?

After the subject of the form of the earth has been taken up, the next in order would be Continents and Oceans. The first would be easily taught, by directing one or more members of the class to point out on the globe the two largest bodies of land entirely surrounded by water, represented there; asking if there are any bodies equal to these in size. A negative answer being obtained, the children are asked for a description of what they have just observed, which will probably be given, after a little questioning, something in this wise: “A body of land, larger than any island, entirely surrounded by

water." As they now have the idea, nothing is wanting to complete the lesson but the term, which is given by the teacher.

Oceans would be taught in a similar manner, and, as with this subject, the considerations of the natural features of land and water concludes, we are ready for the next subject in order—The Political Divisions of the Continents.—*Massachusetts Teacher.*

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8. Write a proportion, and tell which terms are means and which are extremes.
9. Find the missing term in $72 : () : 56 : 112$.
10. How many pounds of coffee at 4 shillings per pound must be given in exchange for 30 pounds of butter at 2 shillings and 6 pence per pound.

GRAMMAR.

1. Name the properties of Nouns.
2. Mark with appropriate abbreviations the different parts of speech in the following sentence:
 "Alas! John, that you should have acted so unwisely in the presence of your father and mother."
3. Write a sentence containing a Transitive Verb in the Active Voice, and another expressing the same idea by the use of the same verb in the Passive Voice.
4. Write a sentence containing an adjective used as a noun.
5. Compare each of the adjectives Wise and Able, by three different methods.
6. Write one sentence containing a Relative Pronoun, an Adjective Pronoun, an Interrogative Pronoun, and a Personal Pronoun.
7. Correct the following sentences, if they need correction:
 "Let every pupil attend to their lessons."
 "James, and not William, have done the wrong."
 "The chief portion of the lands is sold."
8. Name three Irregular verbs, and give their principal parts.
9. Give the synopsis of the Verb *Write* in all the tenses of the Indicative Mode with I.
10. "I visited the store of Jones and Smith."
 Tell by the use of the possessive case, whose store I visited.
 "I have upon my table two Dictionaries—one by Worcester and one by Webster."
 Tell in as few words as possible, and by use of the possessive case, what Dictionaries are upon my table.

HISTORY AND GEOGRAPHY.

1. Mention three of the principal events of 1775.
2. Draw a map of the State in which the first blood of the Revolution was shed.
3. Mention three of the principal events of 1776.
4. State what you know of the battle of Trenton.
5. Name the most important naval engagement of the Revolution, with its result.
6. What do you know of the surrender at Yorktown.
7. Name the presidents in their order, with the length of time of service of each.
8. Draw a map of the country from which Lafayette came.
9. Give the boundaries of the most populous empire of Asia.
10. Draw a map of the country from which slaves were imported to this country previous to the prohibition of the slave-trade.

SPELLING.

Recipient. Reminiscence. Analysis. Pulmonary. Synonymous. Victorious.
 Editorial. Thermometer. Appropriate. Diurnal.

VESSEAR FEMALE COLLEGE, at Poughkeepsie, is now in full operation, with a President, Dr. Robert H. Raymond, nine professors, with several assistants, and nearly 400 pupils. The course of study is thorough, and after the most approved plan. The building is 500 feet front, with a depth of 171 feet in the centre, and 165 in the wings. The chapel will seat 500. There are rooms for 400 pupils, professors' rooms, chapel, etc. A gymnasium is in process of erection.

RESIDENT EDITORS' DEPARTMENT.

TO THE SCHOOL COMMITTEES OF RHODE ISLAND.

GENTLEMEN:—It is proposed to hold an Institute of *Instruction* at Pawtucket, on the 10th, 11th and 12th of October, 1866. The especial object of this meeting, is to afford the actual teachers of the State, an opportunity to become acquainted with the *practical application* of the best known methods of every day instruction and government in our common schools, as employed by our most distinguished teachers. Classes will be formed, and the various exercises in the different departments of instruction of our public schools, will be conducted by prominent educators from abroad, so that all may learn what to teach, and how best to teach it; and thus enabling each teacher in attendance, to carry back to his school something of *practical* value, thereby facilitating his labors and increasing his usefulness.

These conventions are now holden in nearly all the northern and middle states. They enlarge the circle of the teachers acquaintance; affording opportunity for a more general interchange of opinion, mutually advantageous; establishing concert of action, and giving new impulse to improvement. The practical experience of the best educators is freely given to all. Greater uniformity in the discipline, classification, and general management of schools, is thereby secured. Increased zeal and unity of purpose, coupled with a better directed and more vigorous intellectual action, is the result. The benefit flows out, as well to those who are already thoroughly imbued with the spirit of their profession, as to those others who have but an imperfect appreciation of its responsibilities.

No teacher need be deterred from attendance, from any apprehension of being subjected to a severe class drill. *This will not be the case.*

The managers of this Institute earnestly request of you—gentlemen of the school committees of the several towns of our state—not only that you would afford your teachers an opportunity to attend this gathering, but that you would urgently commend it to them as a *privilege* and a *duty*. They hope to see every teacher in the state present. It is expected that the hospitalities of Pawtucket, North Providence and Providence, will be extended to them, and that they will be furnished with a free return ticket upon the several railroads.

Remember the days—the 10th, 11th and 12th of October, 1866.

It is expected that discourses will be delivered on the evenings of the first two days, and that a musical entertainment will be given on the evening of the last day.

THOMAS W. BICKNELL,

President of the R. I. Institute of Instruction.

I sincerely hope that the gentlemen of our School Committees and other friends of popular education, will cordially coöperate to render this meeting an incalculable blessing to the public schools of our State.

J. B. CHAPIN,

Commissioner of Public Schools.

PROVIDENCE, R. September 12th, 1866.

3. Class Exercise in Spelling.
 4. Class Exercise in Grammar and Analysis, by Professor Jewe
 5. Class Exercise in Writing, by Professor Dunton, of Boston.
- 2, P. M.—1. Vocal Music, by Professor Lowell Mason, of Boston.
2. Class Exercise in Arithmetic.
 3. Discussion.
 4. History, Dr. Sears.
 5. Reading, Professor Bailey, of Yale College.

THURSDAY.

- 9, A. M.—1. Devotional Exercises.
2. Vocal Music, Professor Mason.
 3. Class Exercise in Geography, Professor Jewell.
 4. Discussion.
 5. Writing, Prof. Dunton.
 6. General Exercises.
- 2, P. M.—1. Class Exercise in Spelling.
2. Class Exercise in Reading.
 3. Class Exercise in Arithmetic.
 4. Discussion— Shall we have a Normal School in Rhode Islar
 5. Gymnastics.

FRIDAY.

- 9, A. M.—1. Devotional Exercises.
2. Vocal Music, Professor Mason.
 3. Grammar and Analysis, Professor Jewell.
 4. Discussion— Does Rhode Island need a Truant Law ?
 5. Writing, Professor Dunton.
- 2, P. M.—1. Spelling—Class Exercise.
2. Geography—Class Exercise.
 3. Reading—Class Exercise.
 4. History, Dr. Sears.
 5. Reports from Teachers, as to the Condition of the Schools in

Professor Jewell, of the State Normal School, Albany, N. Y.; Rev. Barnas Sears, D. D., President of Brown University, Providence; Professor S. S. Greene, of Brown University; Professor Bailey, of Yale College, New Haven; Professor Lowell Mason, Boston; Professor J. F. Claflin, Worcester; Messrs. Trino & Wood, and Professor Tourjé, Providence, with several teachers of Rhode Island, are expected to conduct the exercises of the Institute.

The hospitalities of the village and town of Pawtucket are offered to all teachers attending, and free return tickets will be furnished over the several railroads.

J. B. CHAPIN,
W. A. MOWRY,
W. A. TOLLMAN,
P. W. TILLINGHAST,
F. B. SNOW,
T. B. STOCKWELL,
T. W. BICKNELL.

Committee of Arrangements.

THE FALL INSTITUTE.

During the delightful days of October, a great gathering of Rhode Island teachers is to be held in the pleasant village of Pawtucket. Not quite as large perhaps as that which filled Boston last year with thousands of school teachers, officers and friends of education. Perhaps not quite as large as the same annual mass meeting of teachers at Boston may be, simultaneously with ours. But larger we hope than any ever before gathered in Rhode Island; for from the programme, it promises to be the *best*, and it is full time that the free school teachers of Rhode Island, united in convention to make their influence felt more powerfully for good all over the state. Our educational interests need a special revival, or we shall fall behind our sister state in these great concerns. We need to consult together as to the interests of our profession as teachers, or we shall lose all the vantage ground already gained. We need to learn the best methods of teaching, lest others and better men and women, come in to fill our places. We need the encouragement—who does not?—and the sympathy, the strength which such reunions afford.

We are not over urgent, when we express the desire to see every loyal teacher of this state at this Institute.

A circular has already been sent to the committees of the several towns, asking their coöperation. If the school committee does *not act*, let the *teachers act*, and *request* and *urge* the *necessity* of attendance. Every one *can* go who *will* to go. Those who *don't* will stay at home. Which of the two will be the gainers?

If you wish a situation to teach—Go to the Institute.

If you wish to know how to teach and govern by the best methods—Go to the Institute.

If you wish to become acquainted with the teachers of the state—Go to the Institute.

If you wish to secure good teachers—Go to the Institute.

All persons expecting to take winter schools, should go to the Institute.

All who wish to advance the cause of free schools in our noble state, should attend this session of the Rhode Island Institute.

EDUCATIONAL INTELLIGENCE.

THE PENNSYLVANIA TEACHERS VISIT THE BATTLE-FIELD OF GETTYSBURG, AND READ THE DEDICATORY ADDRESS OF PRESIDENT LINCOLN.

THE most interesting episode of the week, was the visit to the NATIONAL CEMETERY, on Wednesday evening. Previous to the adjournment of the afternoon session, it was announced that arrangements had been made for a formal visit by the Association to the National Cemetery. The character of the exercises proposed was also announced; and after an early tea, the members and many citizens of Gettysburg, who had heard of the proposed visit, betook themselves to Cemetery Hill. About half-past six o'clock, the assemblage of several hundred was called to order by Col. McFarland, who nominated Prof. L. M. Stoever as presiding officer on the occasion. After the singing of the "Star Spangled Banner," by the Glee Club, Professor Stoever announced the reading of President LINCOLN's inimitable address, by Major Harry T. Lee, a member of the Association. This young gentleman is a professor in the Pardee Scientific Course of Lafayette College, in which institution he was employed as tutor at the breaking out of the war. He participated in the three day's battle serving on the staff of General Doubleday, and was also present at the consecration of the battle-ground, when the President's speech was delivered.

Before reading the address, the Major made a few brief remarks, somewhat as follows:

"In the presence of these graves, within sight of Gettysburg, upon this doubly consecrated spot, it is fitting that no word should be uttered save that which comes from the heart; and it has been thought appropriate that in this solemn presence, we should let our martyred President speak again, as once before he spoke to an assembled multitude upon this crowded hillside, many of them the friends and relatives of those who sleep around us.

"It would, perhaps, be proper for me to state, by way of introduction, that on the occasion to which reference has been made, Rev. Dr. Stockton opened the exercises with an impressive prayer, which was followed by the oration of Hon. Edward Everett. The latter, although it has aided in rendering this field famous in all civilized lands; although it was scholarly, masterly, exquisite; yet it failed to touch the heart. It was faultless as a Greek statue, and—as cold. Then LINCOLN arose, his face seamed and furrowed with marks of care, his eyes moist with tears, and in a voice tremulous with the deepest emotion, he pronounced in his simple and unaffected manner, THE SPEECH of that memorable day. There was not a dry eye in the vast assemblage, and from the loud sobs that interrupted the President during some parts of his address, it was at times impossible to hear what he had to say."

This finest effort of the war was then read, the clear and distinct voice of Major Lee breaking the stillness of the solemn hour as though he stood alone upon the base of the monument. We give it entire in its brevity and in its fullness, knowing that our readers will be glad to re-peruse it, and many of our subscribers to retain this copy in which it is found:

DEDICATORY ADDRESS OF PRESIDENT LINCOLN.

"Fourscore and seven years ago our fathers brought forth upon this continent a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

"Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met upon a great battle-field of that war. We are met to dedicate a portion of it as the final resting-place of those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

"But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work that they have thus far so nobly carried on. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead, we take increased devotion to the cause for which they here gave the last full measure of devotion—that we here highly resolve that the dead shall not have died in vain; that the nation shall, under God, have a new birth of freedom, and that the government of the people, by the people, and for the people, shall not perish from the earth."

Among all the classic models which have become a power in moulding the sentiment of the civilized world, we know of nothing better or more appropriate for the purpose indicated than the brief address of ABRAHAM LINCOLN given above. It has already passed into our recently published school speakers, and will be as familiar to the school-boy of the future, as Webster's reply to Hayne, or his famous speech on Bunker Hill. President LINCOLN was in error when he remarked so beautifully, "The world will little note, nor long remember what we say here, but it will never forget what they did here." His brief address will live as long as Cemetery Hill endures, as long as the world shall tell the deeds that have made Gettysburg immortal in story.

To the teacher who may chance to read these paragraphs, we would say: Encourage your pupils to commit this Address to memory—never to be forgotten. Let the noble sentiment which it breathes, become their life-long patriotic creed.—*Pennsylvania School Journal*.

This address of President Lincoln "has been pronounced, by the British Westminster Review, and by the best scholars of the world, to be the finest thing ever delivered on this continent."

THE HOLMSTEAD OF HENRY CLAY was sold the 12th of January, ultimo, to the Regents of the University of Kentucky, for \$90,000. The farm consists of 325 acres, and is to be used for the State agricultural college.

SCHOOL AGE. In Pennsylvania children are not admitted to the public schools, under six years of age.

SUPERINTENDENT'S QUARTERLY REPORT.

PROVIDENCE, July 12, 1866.

To the School Committee of the City of Providence:

GENTLEMEN:—There is nothing of especial interest to be brought to the attention of the Committee at the present time. The results of the examination have been more satisfactory than was expected in a short summer term. The attendance has been larger, particularly in the High and Grammar Schools, than in any corresponding term for years, and the usual amount of work has been accomplished. But very few pupils have left except for the most urgent reasons; so that by shortening the term there has been no loss in the legitimate work of the school-room. The several classes having been kept together, will be much better prepared than in former years to commence their duties after the vacation. Some few of the Intermediate and Primary Schools have made extra efforts, and are justly entitled to commendation; but most of these have not done quite as much as they would have done had there been no change in the length of the term. It is, however, a question deserving of serious consideration, whether what they will probably gain in health, may not more than compensate for any loss in their studies.

It is to be regretted that there are parents who are disposed to complain of our Public Schools, without ever examining whether the cause of their complaint is well founded. Some find fault because their children are forced too much and are compelled to study to the great injury of their health. There is no ground whatever for this complaint. It is left entirely with the parents to decide upon the amount of study which they wish their children to perform in school. There is no compulsory force allowed in any of our schools, to compel children beyond their strength or against the wishes of their parents. If such cases have existed, it is because there has been no request made to have them relieved. But if parents are ambitious for their children to take a high rank in school, and to equal, if not to surpass their companions in their studies—if they constantly urge their promotion to advanced classes, and then if they break down in health, in consequence, they ought not to charge this to the schools. There has not been a single instance that has come to my knowledge, of a parent requesting that his child might have less to do in school, that it has not been most cheerfully granted. It would be a most unreasonable request for any parent to make, because he wishes his child to learn short lessons, that other children should be compelled to do the same.

There are also complaints of an entirely opposite character. Some think that their children are making too slow progress in our schools, that there is too much time spent in reviewing what has been already thoroughly learned, and that their children should pass through all our grades of schools and be prepared for business in a much shorter time. Whenever such cases exist, they can be remedied at once by a request from the parents. Provision is made in our by-laws that pupils may be promoted to a higher grade on a satisfactory examination at the beginning of each term. If pupils are not presented for such examination, is there any good cause of complaint?

The course of instruction in our Primary Schools is two years and a half. But a child in good health, and if aided at home, can easily finish the course in two years or less. Two years and a half are also required for a class to complete the studies of the Intermediate Schools; but if parents wish their children to pass through these schools in a much shorter time, if they will only render them some assistance, they can readily do so. The progress of children depends very much upon constant

attendance and home influence. None but teachers can fully appreciate the serious and often irreparable loss to pupils by frequent absences. Were this subject better understood there would be less occasion for complaint.

The course of study in the Grammar Schools is arranged for four years, but it can be finished in a much shorter time without any injury to health, if scholars are studious in their habits and regular in their attendance. Some have been through in two and a half or three years.

The arrangements in the High School have been made expressly to meet the wishes of all parents. There is a full and extended course of study, and there is also a partial one. It is left to the opinion of the parents to decide which the children shall pursue. There is no compulsion used whatever. It is entirely voluntary whether scholars take the full or partial course. If pupils from any notion of pride or ambition undertake more than they can accomplish and suffer for it, whose fault is it? Must we abandon the full course of study in our High School and cease to award diplomas to those who honorably complete it, because there are some who are either indisposed or physically unable to do it? The objections that are seriously made against our public schools would disappear if parents would only make themselves better acquainted with its provisions in their details.

There always has been and doubtless always will be, a race of croakers and fault-finders. Our schools have ever had to encounter the prejudice of ignorant and the obloquy of low and grovelling minds. Some seem to have no appreciation of education only so far as it can be weighed in scales or measured with a yard stick. Because some few have been successful in business and risen to affluence with a very limited knowledge, it is strenuously contended that only the means for elementary instruction ought to be provided. Some even go so far as to ridicule all the efforts of the young to cultivate the noble powers with which they are endowed. They seem to think that only the favored few, whom fortune or the accident of birth have raised to an elevated position, are entitled to a liberal and generous culture; that knowledge is not, and ought not to be as free as the air we breathe and as universal as the sunlight that lights our dwelling, but that it is a luxury to be enjoyed only by those who are able to purchase it. That it is wise and even praiseworthy to provide for the sustenance and vigorous growth of our physical organism—but that our higher nature with its noble powers and its immortal destiny is to be left uncared for.

That the material for thought and the food for the growth of the immortal mind which is spread all around us in such exhaustless profusion, was never designed but for the elect portion of man, and none but such should be taught to read the book of Nature, so full of wisdom, truth and beauty—that none others should be allowed to track out the origin and history of our earth in the strata of rocks that have been folded together for ages—to search into the hidden forces of matter, which, according to fixed and immutable laws, not only bind the Universe together, but control the veriest atom that floats in the sunbeam; but that the mass of our youth should not vex their minds with such investigations, lest they be lifted up to a higher plane of intelligence and should disturb the self-complacency of those who feel conscious of their superiority: that education should not be extended to all lest the hewers of wood and drawers of water should become scarce.

But such low, narrow, short-sighted views found no favor with our Puritan forefathers, who laid the foundation for the unexampled growth and prosperity of New England. They, with a prophetic vision, saw what was to be the salvation of this Republic, and they provided for it. One of their first legislative acts was the estab-

lishment, in every large township, of a free School of the highest grade. And no burden was so cheerfully borne as that of maintaining the very best schools, which should be open to all.

In every new settlement, the church and the school-house stood conspicuously side by side, like twin sisters of mercy, dispensing the richest blessings of heaven. We are now enjoying the rich fruits of their patriotic labor. May the time never come when we shall cease to venerate the memory of our fathers or underrate the blessings they have left for us; but let us endeavor to perpetuate to all coming time the only safeguards of our national existence.

The sewing school has fully satisfied the most sanguine expectations of its friends. More than two hundred girls have received instruction in sewing; and yet not one-half of those who were anxious to be taught could be received. Three or four teachers could be most usefully employed in giving instruction to a very needy and dependent class of pupils. Let any one examine the school and inquire into the circumstances of those attending it—many of them orphans, and some more unfortunate than orphans, without any opportunity for fitting themselves to perform those needful duties by which they may gain a decent and respectable livelihood—and they will no longer doubt the propriety of establishing such a school for such a class of pupils.

The ladies of the "Employment Society," with untiring assiduity, are doing a great work in giving efficiency to this school; and through its instrumentality are dispensing their charities to hundreds of parents and children, whose claims no benevolent heart can disown.

The whole number of pupils registered the past term is 6,951. The High School has received 337; the Grammar Schools, 1,956; the Intermediate, 4,770; and the Primary, 2,888.

All of which is respectfully submitted,

DANIEL LEACH, *Supt. Public Schools.*

[The Superintendent stated to the Committee that between five hundred and six hundred more pupils remain in the Grammar Schools at the close of the present summer term than at the close of the last.]

THE BUSHEE REUNION.—The long talked of reunion of the pupils of Prof. James Bushee of this city, was held yesterday, under favorable circumstances, and passed off very happily. The early life of Prof. Bushee as a teacher was spent in Rhode Island, and a large portion of the attendants upon the gathering were from that locality. They came under the escort of the American Brass Band of Providence, and arrived here about nine o'clock, A. M., and forming in procession were marched to Mechanics Hall, which had been opened for the interesting exercises.

Dr. S. B. Bartholemew of this city officiated as master of ceremonies, and after the company had spent a brief time in the hall in pleasant hand shaking, &c., his Honor Mayor Blake was introduced, and welcomed the party to the city. General Olney Arnold, of Pawtucket, responded to this address of welcome, on behalf of the pupils of Prof. Bushee.

Prof. Bushee then addressed his old pupils at considerable length, expressing the pleasure and satisfaction enjoyed by all in the gathering, and recounting incidents of his own personal history and experience in the school room. He extended a cordial greeting to all who had gathered on this festive occasion, and said that, having so far been favored as to guide and instruct the first and second generations, he now only desired the privilege of performing the same office for the third.

Captain William A. Mowry, of Providence, was next introduced, and delivered an exceedingly interesting and practical address on "The Dignity of the Teacher's

Work." The subject was treated in reference to the nature and results of the work, and the characters of the men engaged in it, and advocated the New England system of education, claiming that her present high position in the world of letters and of morals, was the work of the New England teacher.

The formal exercises closed with a poem by Hon. Wm. M. Rodman of this city, formerly mayor of Providence, which was received with many tokens of satisfaction by the audience.

The afternoon was spent by the visitors in looking about the city, visiting the Public Library, the Natural History Rooms, Antiquarian Hall, and other places of interest.

The party re-assembled at the parlors of the Bay State House in the evening, and did ample justice to a repast for the occasion. At the close of the feast Hon. Benedict Lapham of Warwick, R. I., was called to preside, and brief and pertinent speeches were made in response to sentiments by Prof. Bushee, to "the bld teacher," Hon. Wm. M. Rodman to "the Rhode Island boys abroad," Rev. Albert Tylor to "the old academy," Dr. S. B. Bartholomew to "the ladies," and Capt. Wm. A. Mowry to "educational interests." The whole affair passed off pleasantly, and was a flattering testimonial of the estimation in which Prof. Bushee is held by his pupils of the olden time.

The American Brass Band of Providence accompanied the party from that city, and their excellent music, interspersed during the exercises at Mechanics Hall, rendered the affair still more pleasant. An open air concert in front of the hotel early in the evening, was enjoyed and appreciated by our citizens.—*Worcester Spy*, Aug. 31.

THE GLACIERS.

It is a piece of folly to attempt to picture the Alps in a brief letter, of which I do not intend to be guilty. I do not myself comprehend them. My thought grasps here and there a feature, but even these threaten to escape me when I pass to some new point or phase and seek to appreciate what I find. The magnitudes are too great to be taken into the mind. It is not difficult to remember some of the figures which are meant to represent them, but figures are mere symbols, easily mastered,—the reality defies both understanding and imagination. I can only write a few simple words touching the more obvious and striking phenomena.

I have alluded to the glaciers. What are they? How are they formed? What is their appearance? Are they permanent or temporary products? What are some of their most peculiar phenomena? These are questions which I had often asked before I had visited them. The answers obtained from books were never quite satisfactory. They seemed to presuppose a degree of knowledge in the reader which I did not possess, and more or less of the statement appeared inconsistent with my primary or general notions. I cannot expect to make all clear to others at once, who have been puzzled as I have been. A half hour of direct inspection would do more to satisfy the inquiries of a careful and thoughtful observer than a volume of poetic description, or of scientific theories. Yet I will venture on a few plain statements, such as might have been serviceable to me ten years ago.

A Glacier is simply compressed snow, which falls chiefly in the higher portions of the mountains, and which does not melt there because there is too little heat to dissolve it. When the fall of snow is very great, and the temperature low, the accumulation goes on more or less rapidly year after year. Its own weight gradually compresses and hardens it, making the lower portions solid, like ice. But a great portion of this snow falls upon the mountain slopes, and when the pressure has reached a certain point, or the summer sun has loosened its hold upon the rock or earth, it slides off in avalanches, often carrying with it gravel, boulders, and even tearing off immense blocks of the rock which stand in its way. In falling it naturally goes into the lowest available places,—the chasms,—especially in the deep ravines which frequently run from the foot of the mountain nearly to the summit. In process of time these ravines are filled, but the snow keeps on falling higher up the mountain, coming down in avalanches, and pressing with mighty force upon the accumulated mass from above and behind.

The result is obvious. The pushing in the rear overcomes the inertia and resistance, and the mass of snow is crowded down the ravine towards the base of the mountain. The pressure consolidates the snow till it has the consistency and the appearance of ice. And so, year after year, century after century, this compressed snow is pushed forward. It keeps mostly to the ravine by the force of gravitation, and of course, varies in breadth and in the angle of its inclination as its channel varies. More snow falls each year than melts; and so the movement downward keeps on. The movement is slow and generally unperceptible, but it goes on surely, resistlessly. It encounters obstacles, but it either works around, or climbs over, or bears them away. As the lower end gets down nearer the valley it melts more or less in the summer sun. This operates to saturate the mass more or less, and when it freezes again in the winter it is still more like a coarse-grained ice. And thus it goes on, approaching nearer and nearer to the valley, until it has reached a climate sufficiently mild to melt away at the lower end as rapidly as it moves. And this is the simple philosophy of the formation of a glacier,—a river of compressed snow, its lower portions, especially, hard like ice, having its chief source in the snows at the top of the mountains, and extending along the slope and ravine often nearly to the foot, moved slowly and irregularly downward by pressure from behind, and melting away at the base.

Of the remarkable appearance and phenomena of the glacier, I have room for only a few words. The magnitude of some of them is overwhelming. The largest are from ten to twenty miles long, from two to five miles wide, and in depth, in certain portions, from five hundred to a thousand feet. The surfaces are frequently so irregular that to climb over them is impossible. There are hills on them two hundred feet high; ravines or cravasses down which you look perpendicularly two hundred feet into the darkness; deep basins out of which it would be impossible to climb; huge blocks of icy snow flung about, weighing thousands of tons each. Sand, gravel, boulders, masses of rock twenty feet square which have been brought down by the avalanches on the sides of the ravine, or torn off and born away by the glacier itself as it moved on, are scattered over the surface, and at certain points hide the glacier, and you deem yourself on land. In the warm season there are rivulets running here and there over the surface; the cascades leap and sparkle as among the hills in the country; while now and then the numerous streams combine and pour their waters down one of the crevasses with almost the majesty of a cataract, while the roar of the waters which you cannot see, far down beneath your feet, appeals to your imagination, and taxes your powers of self control not less than does Niagara when you stand behind the sheet near the Canada shore.

The rate of motion in the glacier is not uniform. Now it seems to hasten, now to delay. It ordinarily moves faster down the steep slopes; slower when the bed is nearly level. Where resistance is less it moves with more regularity; opposed by a great force, it halts to gather up its forces, tears its way onward with a crash and jump. Like a stream of water, the movement is faster in the centre where the friction is less, than at the sides where it comes in contact with the mountain. At the end a stream rushes out—the accumulated waters that results from the melting snow, combining to form a river.

There are caverns and grottoes here and there at the base, into which one may pass for a considerable distance, and find darkness at noon, a wintry temperature in August, a wild, weird, subduing majesty always, that fills the soul with wonder, awe and a kind of delicious fear. God's wonders are about you, and it seems to be his voice that fills the strange solitude.

But the glacier will not be described, and the Alps seem defying me to put their greatness into half a dozen pages of manuscript. I cannot brave the awful mockery, and so lay down my pen.—REV. GEORGE T. DAY, in *Providence Press*.

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
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
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
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THE
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DECEMBER, 1866.

VOLUME XII.]

E. RICH, EDITOR FOR THIS MONTH.

[NUMBER XII.]

THE RECITAL.

THIS is an exercise which, for want of a better name, we have designated as above. After a thorough and most satisfactory trial of two years, we confidently commend it to the attention of teachers.

Three leading objects are obtained from it.

First. The pupil on whom the exercise devolves acquires valuable information, which is so effectually fastened in the mind that it can scarcely fail of being retained permanently.

Second. The facts presented, having been collected and condensed with great care, are communicated to many other minds, under circumstances calculated to attract attention and impart interest.

Third. But the most important object is, to cultivate the power of clothing thought in appropriate language, and presenting it in an easy, colloquial style, to a company of listeners..

It may be rendered so simple and easy, that the little child in the Primary School may engage in it as readily and profitably as the member of a High School. Indeed, it ought to be commenced by the children in the lower grades, that, as they advance into the higher, they may gain the full benefit which continued practice will impart.

The preparation of a "recital" is simply this. Suppose the pupil has recently returned from a trip to the White Mountains, the sea side, or a long journey. He has seen many new objects of interest, and has many beautiful mental pictures of them treasured up, to

which he can recur, at will. Let him sit down with a small piece of paper and pencil, and recall to mind the events of the tour, making an imaginary journey precisely as the real one was made, so far as imagination can be made reality. With the pencil a *few* notes may be made, brief as possible, to be used merely as a word of suggestion where the memory would be likely to fail of gathering up all the interesting incidents. Let the pupil then, in private, practise relating the events in preparation for a presentation of the same before the school. It will be well to make the "recital" once before the teacher, or a friend, in private, before relating the account publicly. The length of time occupied should not usually exceed ten minutes.

The following cautions are worthy of attention.

1. Select the most interesting and important objects and events for description.
2. Endeavor to use good language, and speak distinctly and deliberately, in a conversational style, as if relating the same thing in a circle of familiar friends, at home.
3. Avoid all approach to a declamatory style of utterance.
4. Let the position in standing before the school be easy and graceful.
5. Avoid referring to the notes, if possible, and when necessary, let it be done by a single glance of the eye. Look at the audience addressed.

But it will not always be found practical to present *original* subjects. Let us see how substitutes can be supplied. When the pupil has read some interesting narrative, let him close the book and think of the main features of the story, without attempting to remember the language. With as little reference to the book as possible, after the idea of the story is fixed in mind, the language of the pupil may now be used, and the recital may be made in the same manner as if it had been a description of actual observation.

In this way a brief story, the synopsis of a small or even a large volume, may be presented. Nor need the subject be merely a *story*. Topics of infinite variety may be found relating to persons, places, historical events, scientific statements, current events, all of which may be both interesting and instructive. The first recital made in our introduction of this exercise, as an experiment, was "*Sir John Franklin*." The outlines were, a brief sketch of his early life,—his expeditions and explorations,—government expeditions in search of

him,—and an account of the discovery of his remains. Other subjects used were as follows: "The Sack of Rome;" "Account of Lady Esther Stanhope;" "History and Manufacture of Cannon;" "Needles;" "Somnambulism;" "Description of Moscow;" "Sketch of Louis Napoleon III.;" "Grace Darling;" "Bells;" "The Japanese;" "Gunpowder;" "Rome in the time of Nero," etc., etc.

These are selected as specimens of the character of topics presented. This exercise intermingled with the weekly rhetorical exercises, imparts a pleasant variety to the occasion.

We would suggest that great care should be taken to utter very distinctly and deliberately whatever may be offered. Never commit to memory the language of the book; let the pupil possess the *thought*, then express it in his *own language*. The excellence of the performance depends chiefly on this.

When pupils become accustomed to the exercise, it may be varied by introducing "Object Teaching." Let the subject be proposed to show "The Structure of Plants." An older pupil, with a few plants in hand, may make an interesting exercise by describing and illustrating the forms of roots in various kinds of vegetables or plants; also forms of leaves, flowers, and modes of production of fruits, etc. Very common objects may be made to assume an entirely new aspect and greatly increased interest, by a suitable preparation on the part of the pupil. With a little assistance, at first, from the teacher, the effort can be rendered quite successful.

In the primary and intermediate grades, the children may interest their schoolmates with profit to themselves. Story telling has been a source of endless amusement from grandfather to grandchild, from time immemorial. Now, for an experiment, let the teacher select some promising child, and in private repeat a well chosen story, and then request the child to repeat the same. It would doubtless be imperfectly done at first; but by repetition and suitable instruction in the manner, use of language, and order of statement, after judicious preparation, very satisfactory results would attend the effort. No exercise would be listened to with greater interest by the children of the school. The subject should be adapted to the age and capacity of the performer, and varied so as to please and instruct. Beginning with a very simple effort, practice and careful preparation will, in due time, exhibit as much progress in this as in any department of study.

The RECITAL is equally adapted to both sexes. It combines most of the advantages derived from the practice of extemporaneous speaking and declamation, and is an excellent preparation for both. It accustoms the pupil to comprehend, with facility, the essential parts of a volume or subject, and so to group them in the mind as easily to secure and retain a connected outline of the whole. It induces concentration of thought and fixedness of attention; it cultivates the memory; encourages the habit of investigation; affords practice in the use of language; stores the mind with useful knowledge; forms the habit of noticing important facts and events, and imparts the power of presenting information to others with facility and in an agreeable manner.

Information obtained by the labor of one individual and thus presented comes into the possession of many other minds with little cost of time or effort on their part. The exercise greatly increases the interest of the general exercises of the school, stimulates the minds of pupils to more mature and elevated modes of thought and conversation, and induces a higher and more profitable course of reading.

The Little Boy in Heaven.

The days and weeks have glided by,
The closing hour has come;
And free as summer birdlings,
These loved ones seek their home;
And sweetly on my list'ning ear,
Full many a laugh and shout,
From hearts that know no thought of care,
Are ringing wildly out.
They go, with sunshine laden,
Where God their love has given;
And alone, I'm sitting, thinking
Of "the little Boy in Heaven."

Not many months have passed, since back
To earth his form we gave;
But once the flowers of summer,
Have blossomed o'er his grave.
'T was when the spring's first sunny smile,
O'er the earth began to creep,
That this little one grew weary,
And we lay him down to sleep;
'T was the sleep that knows no waking,

By the white-winged angel given ;
 Yes, he 'll wake no more to weariness,
 "The little boy in heaven."

And now, within this silenced room,
 I cannot wonder why,
 A loneliness steals o'er my heart,
 While tears bedim my eye.
 No flock, how large-so-ever,
 But the wee'est lamb is missed ;
 Few hearts but hold a memory
 Of some tiny lips they 've kissed ;
 It may be, even as with death
 The little one had striven ;
 Ah ! such a memory is mine,
 Of "the little boy in heaven."

Once more, it is the hour of play,
 They gather 'round me here ;
 That sunny smile—I see it now,
 As though he too, were near.
 I seem to hear his pleasant voice,
 As it was wont to be,
 Joined sweetly in the merry laugh,
 Or the songs of mirth and glee ;
 But no, ah ! no ! A sweeter note
 To him, e'er this, is given,
 As he joined the angel chorus,
 "The little boy in Heaven."

'T was but a dream—and sunny smiles,
 I look for now in vain ;
 These vacant seats—will it be mine,
 To see them filled again ?
 Which others shall be taken
 While lambs, to Jesus' breast ?
 Which left for life's great battle,
 Its toil and unrest ?
 The welcome to the angel land,
 To how many shall be given,
 As at life's close they seek their rest,
 With "the little boy in Heaven ?"

And of all the tiny pilgrim band,
 I meet from day to day,
 How many of their little feet,
 Will miss the narrow way ?
 Can any of these loving hearts
 Grow chilled in earth's great strife,
 Or fainting, falter by the way,

In the great march of life?
 Oh, thoughts both sad and holied,
 Like these, to me are given,
 As alone I'm sitting, thinking,
 Of "the little boy in Heaven."

But the stilly hour of twilight,
 Is drawing on apace,
 And thick its shadows gather,
 O'er this hushed and lonely place;
 I linger for a moment,
 While my heart ascends in prayer,
 To crave for all these little ones,
 A Father's kindly care.
 To ask, when here my labors end,
 To me it may be given,
 To meet them all, yes, meet them all
 With "the little boy in Heaven."

Bristol, R. I.

ABBY D.

OUR DUTY TOWARD THE YOUNG.

BY GRACE GREENWOOD.

I HAVE thought much of late of our duty as instructors of the young, at this momentous period in the history of the Republic. After religion, patriotism; after God, our country. Early should we infuse into the souls of children a steadfast love for freedom and nationality, and seek to prepare the soil in their generous natures for all the brave virtues of the patriot. Among their very nursery tales let us give them the stories of Horatius, of Brutus and Leonidas, of Winkelried and Tell, of Bruce and Wallace, of Hampden and Russell, of Kosciuszko and Botzaris, and of the patriots and heroes, not a whit behind these, of our own great wars; those dreadful and glorious periods, in which, with cries of triumphant anguish, the nation leaped forward a century's length into liberty and light.

Let us keep green in youthful souls the memory of the first young martyrs of the Revolution—the glorious farmer-boys who made the village-green of Lexington as memorable as the field of Bannockburn, Concord Bridge as classic as the Pass of Thermopylæ, Bunker Hill a grander sight than *Mont Saint Jean*.

Let us bid them cherish as reverently and tenderly, the memory of the young martyrs of our time, whose blood reddened the paving-

stones of Baltimore—the mournful testimony of their devotion. Let us tell them the story of Ellsworth, struck down in the gray dreary dawn of the great war; of Winthrop, the beloved Körner of our struggle, offering his rich young life, in all the morning splendor of genius, a willing sacrifice to freedom. Even in death he was beyond his fellows, “falling,” says the chronicler, “nearer the enemy’s works than any other man;” and forever and forever he is beyond.

Let us tell them of Putnam, the heroic self-sacrifice of whose large constant heart recalled at Ball’s Bluff a scene passed centuries before at Zutphen, and made him more than the peer of Sidney. Let us relate how, when the surgeon would have eased his death-agonies, he said firmly, “*No, it is useless; this wound is mortal; leave me, and help those who may live.*” Let us tell them of Bayard, worthy the chivalric name he bore; of Dahlgren, nobly rash, who eagerly sought the most perilous duty, of his “timeless end,” falling a victim to dark treachery, and leaving a soldierly memory, which his enemies have sought vainly to taint with dishonor.

Above all, let us tell them the brief, great story of Robert G. Shaw—that gracious, princely young heart, that grand sacrificial soul, for whom Liberty had a limitless significance, whose patriotism was the broadest humanity, for whom the heights of heroic duty were as the steeps of Calvary.

Let us teach them that it were better, infinitely better, to fall as he fell, to be buried as he was buried, mingling his dust with the dust of his dark, despised brother-soldiers, than to sit in all the fullness of lusty life, in all the insolence of security and power, in the intoxication of sudden elevation, in the highest seat of the Republic; an undeposable “False Duke,” an autocratic Governor of Baratania, a malevolent Christopher Sly.

Let us not point over the heads of living men to unhappy examples of disloyalty and treason, pilloried in history. We have raised our own traitors, and their treason is of a rare transcendent quality that gilds the sepulchre of Arnold, and sweetens as with all the perfumes of Arabia the memory of Aaron Burr.

In the name of Justice, let us draw the lines straight and clear; that the young eyes may not be bewildered, that the young feet may not err. Let us not in a spirit of mawkish magnanimity, confound treason and loyalty. Let us keep up God’s eternal distinctions, and speak plain truth with unflinching honesty. Because our brave dead

chose the good part, because they sleep well—even at Andersonville and Belle Isle, and Wagner, and Fort Pillow—let us not write their names in water. Let us not sow battle-fields and prison-pens with poppy and mandragora. Let us not wreath traitor names with rosemary and forget-me-nots. Let us not be forward in paying over generous tributes to the heroism that was a madness, and to the military genius that gave a lurid splendor to cruelty and crime. While we remember that our enemies had an Ashby and a Stonewall Jackson—men of a somber heroic type, as blindly zealous in a bad cause as was Saul of Tarsus when he set out for Damascus, “breathing out threatenings and slaughter” against the Nazarenes, the Yankees of the time,—while we remember these, let us not forget that they had also their Forrests and their Quantrels.

As time sheds its balm on our sore hearts, let us not grow to speak of our sorrowful, sublime, inevitable war as a political collision; a gigantic sectional feud; a fratricidal struggle for territory; an unhappy, mistaken, disastrous strife. And let us not tolerate as teachers for the young, journalists, historians, or preachers who would gloss over, palliate, or in any degree soften down that sum of all political villainies, *treason*. Let us warn them against the specious, false philanthropy, the easy political optimism, which seems to be taking the place of the unswerving equity and stern-political morality of our fathers; against statesmen who pride themselves on the infinite diffusibility of their tolerance, who scatter it, as does the Pope his Easter blessing, on the just and on the unjust; against religious teachers so serenely charitable and complaisant as to confound immemorial moral distinctions; to ignore the awful lessons of the past; to avoid just “comparisons” as “odious;” to pronounce absolution before confession, and grant indulgences for infinite future transgression.

Let us see to it that our children keep faithful records of the time; that they “nothing extenuate, nor aught set down in malice.” Let us see to it that the natural, wholesome sense of justice in their minds is not swamped in weak fears, or morbid soft relentings. Let not their hands, tender and merciful though they should be, cover the memory of the dead who fell face to face in the great conflict with the same glorious pall. Let us say of the soldier who fought and died not alone for the imperiled Union, but for the freedom of the whole people, for justice and equal rights, This, children, was a

PATRIOT HERO, and he rests in god! Let us say of the enemy who cut short his brave life, of the champion of disunion and slavery, This, children, was a *traitor*. May God have mercy on his soul! —*The Independent*.

THE METRIC SYSTEM.*

IN 1795 France adopted a system of weights and measures founded upon the decimal system of notation, called the Metric System. This system was regarded as so great an improvement upon the old methods, that it has since been adopted by Italy, Spain, Portugal, many parts of Spanish America, Belgium, Holland, and considerable portions of Germany and Austria. In 1864 the Parliament of England passed an act permitting its use throughout the United Kingdom wherever parties should agree to use it.

The introduction of the Metric System into this country had long been recommended by scientific men, and in 1866 its use was authorized by Congress. To furnish a convenient standard of comparison, and render the public familiar with the new measures, it was also authorized that the new five-cent piece should weigh five grammes, and be one-fiftieth of a metre in diameter. To facilitate its adoption by the public, it is necessary that it should be immediately introduced into our school arithmetics.

The principal difficulty an author meets with in introducing the subject into a text-book is the lack of a proper notation. The French write 35 metres 429 millimetres thus, 35^m, 429; also 19 francs 76 centimes thus, 19^f, 76. It seems more appropriate, however, to place the initial of the unit at the left of the numerical expression, as in Federal Money, and this method has been adopted by the author. Thus, 36 metres and 429 millimetres are written M36. 429. A slight modification of these initials would be an improvement, and some such modification should be agreed upon by scientific men.

In the Metric System we first establish the unit of any measure, and then derive the other denominations by taking decimal multiples

* Prepared for the new edition of *Brooks's Normal Written Arithmetic*, and printed from advance proof-sheets of the work.

and divisions of the unit. Any quantity consisting of several denominations is thus written and treated as an integer and decimal, the decimal-point separating the unit and its divisions.

Names.—After naming the *unit* of any measure, the names of the higher denomination are formed by prefixing to the name of the unit the Greek words *deca* (ten), *hecto* (hundred), *kilo* (thousand) *myria* (ten thousand). The lower denominations are formed by prefixing the Latin *deci* (tenth), *centi* (hundredth), *milli* (thousandth).

Units.—The following are the different units, with an indication of their English pronunciation.

LENGTH, <i>Metre</i> (Meeter).	CAPACITY, <i>Litre</i> (Leeter).
SURFACE, <i>Are</i> (Air).	WEIGHT, <i>Gramme</i> (Gram).
VOLUME, <i>Stere</i> (Stair).	VALUE, <i>Franc</i> (Frank).

TABLES.

In the following tables we have given the values of the units, and the names of their multiples and divisions. The values of the units are taken from the report of the Smithsonian Institution for 1864.

Table of Length.

The *metre* is the ten-millionth part of the quadrant extending through Paris from the equator to the pole. It equals 39.3708 inches or 3.2809 feet

10 Millimetres = 1 Centimetre.	10 Decametres = 1 Hectometre.
10 Centimetres = 1 Decimetre.	10 Hectometres = 1 Kilometres.
10 Decimetres = 1 <i>Metre</i> .	10 Kilometres = 1 Myriametre.
10 Metres = 1 Decametre.	

Table of Surface.

The *are* is a *square decametre*. The *are* equals 119.6033 square yards, or 0.0247 acre.

10 Milliares = 1 Centiare	10 Decares = 1 Hectare.
10 Centiares = 1 Deciare.	10 Hectares = 1 Kilare.
10 Deciare = 1 <i>Are</i> .	10 Kilares = 1 Myriare.
10 Ares = 1 Decare.	

Note.—Teachers should introduce specimens of the *Metre* into their schools. A rod 39 8-8 inches long is very nearly a metre.

Table of Volume.

The *stere* is a *cubic metre*. The *stere* equals 35.3166 cubic feet.

10 Millisteres = 1 Centistere.	10 Decasteres = 1 Hectostere.
10 Centisteres = 1 Decistere.	10 Hectosteres = 1 Kilostere.
10 Decisteres = 1 <i>Stere</i> .	10 Kilosteres = 1 Myriastere.
10 Steres = 1 Decastere.	

Table of Capacity.

The *litre* equals 2.1135 pints wine measure, or 1.81626 pints dry measure. It is a *cubic decimetre* = 61.027 cubic inches. It is used for dry and liquid measures.

10 Millilitres	= 1 Centilitre.	10 Decalitres	= 1 Hectolitre.
10 Centilitres	= 1 Decilitre.	10 Hectolitres	= 1 Kilolitre.
10 Decilitres	= 1 <i>Litre</i> .	10 Kilolitres	= 1 Myrialitre.
10 Litres	= 1 Decalitre.		

Table of Weight.

The *gramme* is the weight of a *cubic centimetre* of distilled water at the temperature of melting ice. The gramme equals 15.44 Troy grains.

10 Milligrammes	= 1 Centigramme.	10 Decagrammes	= 1 Hectogramme.
10 Centigrammes	= 1 Decigramme.	10 Hectogrammes	= 1 Kilogramme.
10 Decigrammes	= 1 <i>Gramme</i> .	10 Kilogrammes	= 1 Myriagramme.
10 Grammes	= 1 Decagramme.		

Note 1.—Teachers should introduce specimens of the Gramme and Kilogramme into their schools.

Note 2.—Merchandise is generally bought and sold by the kilogramme. The kilogramme equals about 2 1-5 pounds, avoirdupois.

Table of Money.

The French gold coin is the 20-franc piece, or Louis. The silver coins are the franc and demi-franc.

10 Centimes	= 1 Decime.	10 Decimes	= 1 <i>Franc</i> = \$0.186.
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Note.—Circular Measure and Measures of Time are the same as those of the United States.

EXERCISES IN NOTATION AND NUMERATION.

Notation.

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|---|-----------------|
| 1. Write 6 metres and 5 centimetres. | Ans. M6.05 |
| 2. Write 17 metres, 4 decimetres, 8 centimetres. | Ans. M17.48 |
| 3. Write 7 decametres, 2 decimetres, 5 centimetres. | Ans. M70.25 |
| 4. Write 8 hectometres, 2 decimetres, 5 millimetres. | Ans. M800.205 |
| 5. Write 9 ares, 3 centiares, 5 milliares. | Ans. A9.085 |
| 6. Write 15 ares, 9 deciares, 8 milliares. | Ans. A15.908 |
| 7. Write 4 hectares, 8 ares, 5 centiares. | Ans. A408.05 |
| 8. Write 6 kilares, 7 decares, 9 centiares. | Ans. A6070.09 |
| 9. Write 24 steres, 2 decisteres, 5 millisteres. | Ans. S24.205 |
| 10. Write 12 decasteres, 6 decistres, 8 centisteres. | Ans. S120.68 |
| 11. Write 9 kilosteres, 7 decasteres, 5 centisteres. | Ans. S9070.05 |
| 12. Write 2 decalitres, 6 litres, 8 centilitres. | Ans. L26.08 |
| 13. Write 3 hectolitres, 8 litres, 7 decilitres, | Ans. L308.7 |
| 14. Write 16 grammes, 4 decigrammes, 8 centigrammes. | Ans. G16.48 |
| 15. Write 9 hectogrammes, 5 grammes, 8 centigrammes. | Ans. G905.08 |
| 16. Write 8 myriagrammes, 7 hectogrammes, 6 centigrammes, and 5 milligrammes. | Ans. G80700.065 |

Numeration.

1. Read M48.05

SOLUTION.—M48.05 is read 48 and 5 hundredths metres ; or it may be read 4 decimetres, 8 metres, and five centimetres.

Read the following :

2. M12.06.	7. A70 305.	12. L807.005.
3. M35.48.	8. A402.08.	13. L2070.604.
4. M80.025.	9. S204.06.	14. G5062.035.
5. A12.02.	10. S318.205.	15. G20760.508.
6. A28.67.	11. S500.206.	

REDUCTION OF THE METRIC SYSTEM TO THE COMMON SYSTEM.

Measures of Value.

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|---------------------------------------|----------------|
| 1. How many dollars in 25 francs ? | Ans. \$4.65. |
| 2. How many dollars in 47.50 francs ? | Ans. \$8.83½ |
| 3. How many francs in \$15.50 ? | Ans. F83.33½ |
| 4. How many francs in \$37.75 ? | Ans. F202.597. |

Measures of Weight.

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| 5. How many grains in 12 grammes ? | Ans. 185.28gr. |
| 6. How many pounds Troy in 408.5 grammes. | Ans. 1lb. 3oz. 9pwt. 2 23-25 gr. |
| 7. How many pounds Av. in 976.25 grammes ? | Ans. 2lb. 2oz. 7½ dr. |
| 8. How many grammes in 480 grains ? | Ans. G31.088. |
| 9. How many grammes in 12 Troy pounds ? | Ans. G4476.684. |
| 10. How many grammes in 12 Au. pounds ? | Ans. G5440.414. |

Measures of Length.

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|--|-----------------------------|
| 11. How many feet in 24.5 metres ? | Ans. 80.38205ft. |
| 12. How many yards in 186.54 metres ? | Ans. 149.82459yds. |
| 13. How many metres in 120 yards. | Ans. M109.726. |
| 14. How many metres in 2 mi. 3fur ? | Ans. M3822.122 |
| 15. How many miles in 4000 metres ? | Ans. 2mi. 3fur. 35rd., etc. |
| 16. How many metres in 8mi. 6fur. 82rd ? | Ans. M6195.8608 |

Measures of Surface.

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|--------------------------------------|-----------------------|
| 17. How many sq. yd. in 142.5 ares ? | Ans. 1704.347 sq. yd. |
| 18. How many acres in 505.6 ares ? | Ans. 12A. 1R. 38P. |
| 19. How many ares in 360 sq. yds ? | Ans. A3.0099. |
| 20. How many ares in 120 roods ? | Ans. A1214.574. |
| 21. How many ares in 5A. 2R. 24P. ? | Ans. 228.744 |

Measures of Volume.

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|---|------------------------|
| 22. How many cubic feet in 46 steres ? | Ans. 1624.5636 cu. ft. |
| 23. How many cubic feet in 214.78 steres ? | Ans. 7585.2993 cu. ft. |
| 24. How many steres in 128 cu. ft. ? | Ans. S3.624. |
| 25. How many steres in 16 cu. yd. 8 cu. ft. ? | Ans. S12458. |

Measures of Capacity.

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|---|--------------------------|
| 26. How many gallons in 86.08 litres ? | Ans. 9 gal. 2qt. |
| 27. How many gallons in 45.05 litres ? | Ans. 11 gal. 3 qt. 1 pt. |
| 28. How many beer gallons in 36.45 litres ? | Ans. 7 gal. 3 qt. 1pt. |
| 29. How many litres in 24 gallons ? | Ans. L90.844. |
| 30. How many litres in 36 gal. 2qt. ? | Ans. L188.16. |

31. How many litres in 77 beer gallons ? Ans. L855.808
 32. How many litres in 6bu. 2pk. ? Ans. L229.04
 33. How many bushels in 65.25 litres ? Ans. 1bu. 3pk. 8qt

Practical Problems.

1. What cost 25 metres of cloth, if 1 metre cost \$3.45? Ans. \$86.25
2. What cost 36 metres, 4 decimetres and 5 centimetres of cloth, at the rate of \$4.65 a metre? Ans. \$169.49
3. What cost 48.625 metres of cloth, if 9.725 metres cost \$36.75? Ans. \$183.75
4. What cost 85 metres 420 millimetres of carpet, at the rate of 19 francs 75 centimes a metre? Ans. F699.722+
5. How much must I pay for 23 3/4 metres of silk, at 8 francs 25 centimes a metre? Ans. F195.94—
6. What cost 49 ares 25 centiares of land, at \$3.75 an are. Ans. \$184.69—
7. What cost 27 hectares of land, at \$285.25 a hectare? Ans. \$7701.75
8. What cost 3 kilares, 7 hectares, 6 deciares of land, at 275.25 a hectorie. Ans. 10185.90
9. What must I pay for 29 decares, 17 centiares of land, at \$6.65 an are? Ans. \$1929.63
10. How much will it cost to excavate 12 1/2 steres of earth, at \$37.25 a stere? Ans. \$476.80
11. What must I pay for 75 steres, 2 decisteres and 5 centisteres of wood, at the rate of \$2.65 a stere? Ans. \$199.41
12. If 5 decasteres of wood cost \$12.75, what must I pay for 8 hectosteres 6 decisteres of wood? Ans. \$204.153
13. What cost 15.25 litres of wine, in Federal Money, at 75.5 francs a litre? Ans. 214.15+
14. How much must I pay for 3 decalitres 5 decilitres of molasses at \$1.25 a litre? Ans. 38.12 1/2
15. How much must be paid for 12 grammes 5 decigrammes of jewels, at \$6 50 a gramme? Ans. \$81.25
16. What cost 672 grammes, 2 decigrammes and 5 centigrammes of opium, at 62 1/2 cents a gramme? Ans. \$420.15
17. A man bought 7000 grammes of jewels at 40 francs a gramme, and sold them at \$15 a pennyweight; how much was gained or lost? Ans. 154.70

Problems on Imports.

1. An importer bought 428.5 metres of silk in France, at 18 francs a metre, sent it to the United States, paying 25 cents a metre shipping and duty, and sold it for \$5 25 a metre; what was his gain?
Ans. \$707.88
2. An importer bought 428.5 grammes of drugs in France, at 12.5 francs a gramme paid 31 1-2 cents a gramme duty and freight, and sold them for \$2.25 a grammes; how much was gained or lost?
Ans. Lost \$167.11
3. A man bought a valuable gem in France, which weighed 325.75 grammes, paying 10.25 francs a gramme, the duty on it was \$6.25; how must he sell it a gramme to clear \$150?
Ans. \$2.39
4. I bought 125.75 litres of wine in France, at 45.25 francs a litre, paid \$1.25 a litre duty and freight, and sold it at \$12.50 cents a litre; how much did I gain?
Ans. \$356.81
5. An importer bought 625.5 litres of French brandy, at 7.55 francs a litre, paid 15 cents a litre duty and freight, and sold it in New York at \$1.65 a litre; how much did he gain?
Ans. 59.86

6. A man bought 200 metres of cloth in France, at 16.25 francs a metre; he paid 12 1-2 cents a yard duty and freight, and sold it in Boston at \$4.62 1-2 a yard; what was the gain? Ans. \$379.76

7. An importer bought 480 grammes of jewels at 12.25 francs a gramme, and paid \$5.25 an ounce shipment and duty, and sold them in Philadelphia at \$102.75 an ounce, what was the gain? Ans. \$411.72

QUESTIONS FOR WRITTEN EXAMINATIONS.

WRITTEN ARITHMETIC.

1. A staff 3 4-5 feet high casts a shadow $3\frac{3}{4}$ feet long; how long is the shadow cast at the same time by a staff 3 1-6 feet high? Ans. 3 1-18 feet.

2. What part of 6 4-11 miles are 10 inches?

$$\text{Ans. } \frac{1}{40320}$$

3. What is the cost of the paper for the walls of a room 22 feet 8 inches long, 18 feet 9 inches wide, 8 feet high, each roll of paper being 14 yards long, $1\frac{1}{2}$ feet wide, and costing \$1.25 per roll; making allowance for doors, windows, &c., a surface equal to that of a single roll of the paper? Ans. \$10.70 5-6

4. How many pounds of iron at 8-9 cent a pound must be given for $3\frac{1}{4}$ barrels flour at \$6.872 per barrel? Ans. 2705 17-20

5. A note for \$400.00 dated Dec. 16, 1855, and payable in 90 days was discounted at a bank Feb. 20, 1856, when was it due and what was received on it?

Ans. Due March 27, 1856. \$397.60

6. I bought goods for \$600 cash, and sold them the same day for \$680 on 7 months credit. What was my gain? Ans. \$57.004

7.
$$\left\{ \begin{array}{r} 4\ 3-5 \\ \hline .407\frac{3}{4} \times \frac{.011\ 1-9}{9} \\ \hline 69 \qquad 10\ 2-7 \\ \hline 500 \end{array} \right\} + \frac{1\ 1-11}{.00\ \frac{1}{4}} \qquad \text{Ans. } 9\ \frac{853}{1400}$$

8. What must be my asking price for goods costing \$3.50 a yard, that I may fall $12\frac{1}{2}$ per cent. from it, and still lose but 7 1-7 per cent. of the cost? Ans. \$3.71 3-7

9. Divide \$2880 among A. B. and C., so that when A receives \$24, B shall receive \$3.60, and C shall receive \$6 $\frac{3}{4}$ as often as B receives \$6.40. Ans. A \$675. B \$1080. C \$1125.

10. A merchant sold $\frac{1}{4}$ of his goods at a gain of 10 per cent., $\frac{1}{3}$ at a loss of 15 per cent., 1-5 at a profit of 25 per cent., and 7-60 at a discount of 12 per cent. For what per cent. of the cost must the remainder be sold that he may lose 2 per cent on the whole? Ans. 69 per cent.

MENTAL ARITHMETIC.

1. Divide \$1 0 between A. and B. so that when A. receives \$3, B. shall receive \$ Ans. A. \$4. B. \$7.30

2. A. can pick 3 1-5 quarts of cherries in 4-5 hour, and B. can pick 2 $\frac{3}{4}$ quarts in 1 3-5 hours. How long will it take both together to pick 1 pk. and 1 pt? Ans. 1 $\frac{1}{2}$ hrs.
3. A boy paid for an orange, peach, and apple 12 $\frac{1}{2}$ cents. The peach cost 2-5 as much as the orange and 1 $\frac{1}{2}$ times as much as the apple. What was the cost of each, Ans. Orange 7 $\frac{1}{2}$, peach, 8, apple 2.
4. At what time between 5 and 6 o'clock do the hour and minute hands of a clock make equal angles with the six mark? Ans. 32 4-18 min. past 5 o'clock.
5. A. and B. invest equal sums in trade; A gains a sum equal to 12 $\frac{1}{2}$ per cent. of his stock, and B. loses \$150.98, when A's. money is 1 4-5 times B's. What did each invest? Ans. \$402.48
6. If to a number you add its $\frac{1}{4}$, its $\frac{3}{8}$, its 5-12 and from the sum subtract 9, the remainder will be 29 less than 8 times the number. What is the number? Ans. 80
7. The current of a river flows 3 miles an hour, how long will it take a vessel propelled by a force that moves it 11 miles an hour, to sail 60 miles down this river and return to the starting place? Ans. 11 11-14hrs.
8. A. can cut 2 $\frac{1}{2}$ cords of wood in 1 $\frac{1}{2}$ days and B. can cut 1 $\frac{3}{4}$ cords in 5-6 of a day How long will it take both together to cut 1 cord and 96 cubic feet? Ans. $\frac{1}{2}$ a day
9. A's. money is to B's as $\frac{5\frac{1}{2}}{6}$ is to 7-9, but after A. has spent \$95.38 and B. \$62.80, A's. money just equals B's. What had each? Ans. A. \$187.17. A \$154.14.
10. A boy can do a piece of work in 3-14 of a day and a man can do it in 3-23 of a day. In what time can both working together do it? Ans. 3-37 of a day

GRAMMAR.

1. Change the number of the following nouns that admit of it, and explain such as require an explanation. Axis, Flagstaff, Father-in-Law, Vinegar, Vertebra, Beau, Foci, Phenomena, Victuals, Clothes, Radii, Chimney, Brother, Turcoman, Index, Genius, Talisman, Commander-in-Chief, Stimulus, Thanks.
2. Comparison of Adjectives, formation of their degrees, &c.
3. Name all the personal pronouns in the objective, also the simple relatives objective.
4. Compare humble, polite, external, robust, little, tenth, ill, ample, brazen, false.
5. Principal parts of chide, bear (to carry,) dream, dwell, hang (to suspend,) heave, grow, ring, strow thrive.
6. Write ten lines in reference to participles.
7. Write ten sentences, the first to contain *that* second person, plural number; the second *who* first person, plural; the third *which* plural number, objective case; the fourth *what* = that which; the fifth *whom* common gender, singular number; the sixth to contain five different parts of speech; seventh to contain the verb *instruct* indicative mood, present perfect tense, second person, singular number, passive voice; eighth a noun, nominative case absolute; ninth a noun, predicate nominative absolute; tenth case independent by pleonasm.
8. Name the auxiliary verbs, past tense. *What* we are ignorant of is immense. Parse "*what*."
9. *Having doubled Cape Horn, we proceeded on our way. The war being at an end, the troops were disbanded. It is not intended that any individual should possess all advantages.* Parse the words in *Italics*.
10. To hear patiently, and to answer precisely, are the great *perfections* of conversation. Analyze, and parse the words in *italics*.

HISTORY.

1. Battle of Bunker Hill. 10 lines.
2. Washington's campaign of 1777. 18 lines
3. Early history of New York. 12 lines.
4. Treachery of Arnold.
5. The Puritans in England and Holland. 12 lines
6. British capture of Charleston. 10 lines.
7. Defence of Fort Moultrie. 8 lines.
8. Pequot war. 10 lines.
9. Virginia colony. 15 lines.
10. General Greene's Southern campaign. 18 lines.

GEOGRAPHY.

1. Name the New England States in the order of their size beginning with the largest. Name the states that border upon the great lakes.
2. Name the six largest cities in the world in the order of population. Name the five largest rivers on the globe.
3. What waters must be sailed upon to go from Frankfort Ky, to Detroit Mich.
4. Give the latitude and longitude of Washington, San Francisco, St. Petersburg, Rio Janeiro, Canton,
5. Bound the state of New York. Name the States that passed the ordinance of secession.
6. Name the seas of Europe. Name the mountainless states of the Union.
7. Name the rivers of the Union that separate states wholly or in part, designating the states separated.
8. Name the exports of Southern Europe. Name the territories of the United States.
9. Bound the Mediterranean sea. What countries produce tea? what cotton? what coffee?
10. Name the exports of the states in Northern Africa. Exports of the East Indies. Of Brazil.

EDUCATIONAL INTELLIGENCE.

SUPERINTENDENT'S QUARTERLY REPORT.

PROVIDENCE, Nov. 23, 1866.

To the School Committee of the City of Providence:

GENTLEMEN:—There is so little change in the character and condition of our schools from one term to another, that there must of necessity be great sameness in the language of the reports describing them.

In most of our schools, the examinations have been highly satisfactory. Some branches have been better taught than ever before. There is, however, a marked contrast between the best and poorest schools of the same grade; while some have

attained to a very high degree of excellence, there are others that are by no means what they should be. This, in part, if not mainly, is to be attributed to the unfavorable circumstances under which they are taught. Some of them, particularly the Primary Schools, have been excessively crowded, not only to the great injury of the schools, but so as to endanger the health both of the teachers and pupils. More than one hundred have been crowded into a room designed for sixty; and more than one hundred and seventy-five have been forced to occupy seats prepared for only ninety. With such accommodations, surely there ought not to be much expected, either from teachers or pupils. The attention of the committee was called to this pressing demand for additional school buildings, six months ago. There is now a prospect that this will be supplied by the beginning of the next term.

There are various obstacles that teachers have to encounter in the prosecution of their work. In some sections of the city, there is an indifference among parents in regard to education. Their children are very irregular in their attendance, and are often kept at home for the most trivial causes. The whole influence with which they are surrounded is unfavorable to study. When such is the condition of school, the highest excellence cannot be reached. There are also some of the Intermediate and Primary Schools which are still under the old system, with large rooms and recitation rooms, where it is impossible, with the same amount of labor, to accomplish two-thirds as much as can be accomplished in small rooms, with a single teacher to a room. I trust the time is not far distant when it will be deemed consistent with wise economy to change those houses, so they may conform to the best and most approved models; that the health and lives of our children may be safely protected, and all our schools may enjoy all the advantages of the improvements in school architecture.

But, after all that may be said in regard to favorable or unfavorable conditions, the character of a school depends very much upon the teacher. An earnest, faithful teacher will make an earnest school, full of life and vivacity. If obstacles exist, he will persevere until he removes them. They will rest satisfied with nothing short of the highest standard of excellence. It is much to be regretted that so many enter the profession of teaching, not from choice, but from necessity. Such are too prone to enter upon their work with a low appreciation of the duties and responsibilities of their vocation. They seem to have little or no ambition to excel. They may perform conscientiously what they consider their duty; but they often complain of their monotonous and disagreeable task. They have no love for the work. Their heart is not in it. Under such teachers we never find any but ordinary schools. The true teacher devotes himself to his profession with a fidelity and zeal that knows no bounds—his aim is perfection in the discharge of every duty, whether in discipline or in teaching, and he applies himself with untiring assiduity to collect all the wisdom and experience of others to aid him in perfecting his work. One of his first efforts is to gain the confidence and affection of his pupils, being fully convinced that without this he never can be eminently successful. He may possess all the qualification that can be gained from our best institutions of learning, and from long experience, yet if he fails to attach his scholars to him, and to secure their love and esteem, he has mistaken his profession or his school.

Errors and imperfections are incidental to every profession. None are exempt from them. Teachers are particularly exposed, and whenever they err, if it be but in a trivial matter, their faults are rapidly and widely spread, and often with such coloring as excited passions may supply.

There are, however, some mistakes, against which teachers cannot be too often or too earnestly warned. One of the first and most important is, never, under any

circumstances, to lose their self-control. Until they can govern themselves, they can never wisely govern a school. The great and besetting sin of many teachers, which has been repeated times almost without number, is, they talk too much in school. And he who talks much, seldom talks wisely. Inexperienced teachers often make another mistake, in spite of all the instruction and admonition they have received. They have too much machinery in their schools. Their code of laws, if fully written out, would fill a small sized volume. And they are constantly on the watch that they may give a check or a demerit mark for a violation of some one of their petty, foolish rules. This keeps the school in constant irritation. It is an intolerable nuisance, and ought to be abandoned.

There is another mistake which is quite too common. Teachers do not, as they ought, study the peculiar character and disposition of their pupils, so as to adapt their instruction and discipline to each particular case. They teach and command as a military general, rather than as a wise and kind parent. They instruct too much in classes, and often neglect to give the necessary individual explanations. In consequence of this, a pupil who is deficient in some particular branch of study, is often kept back when he might be, and should be promoted to an advanced class. It ought to be the constant aim of every teacher to ascertain the peculiar difficulties each pupil has to encounter, so that he may aid and assist him in removing them. Here lies the secret of the true and successful teacher's power, in finding out just what pupils can and what they cannot do, and cheerfully rendering the needed assistance. Pupils, when asking for an explanation, are sometimes sent back to their seat with a frown and a rebuff that chills the very life-blood of an ambitious youth. Teachers guilty of such unfeeling conduct should not be suffered to pass the threshold of a school-room.

There is no subject more intimately connected with the highest welfare of our schools, or more worthy of the serious consideration of reflecting minds, than that of providing cheap and innocent amusements for the young. Amusements of some kind they must have, and they will have them. We might as well attempt to resist the tide that ebbs and flows in our river, or change our physical organism, as to try to deprive our young of proper relaxation and amusement. They are as essential to a complete development of our entire nature, as food and sunlight are to the vigorous growth of the body. And there is no subject connected with the great cause of education, that surpasses this in importance; none that take a deeper hold on all that is permanent and vital in the social structure of society. The kind of amusements and the place they shall occupy in the education of the young, are grave questions of no ordinary magnitude. Shall they be pure, rational and elevating, or low and demoralizing? Ought they to be the chief and prominent objects of pursuit, engrossing and distracting the mind, or should they rather be entirely subordinate and subsidiary to all mental and moral culture? By careful observation, I am more and more convinced that the ill health and disordered nerves which are often ascribed to severe study, are justly due to the intense and cerebral action which is induced by improper and excessive amusements, and to the imprudence and exposure which are necessarily connected with these.

It is deeply to be regretted, that one of the most popular amusements for the young at the present day, consists in caricaturing and holding up to ridicule, the peculiarities and eccentricities of a long-neglected and down-trodden race. Our children are taught to be merry and to indulge in hilarity over the weaknesses and follies of a people that have the strongest claim for sympathy that was ever presented to a benevolent heart. Is it not more humane and Christian to weep rather than to laugh at such traits of character, which have grown up through long oppression. While

negro minstrels and other such "clap-trap" are so frequently gathering our young in crowds to pervert their taste, corrupt their morals, and deaden their sympathy for human frailty, ought not all the means and agencies that can be devised, be put in requisition, to provide some substitute for such degrading and unfeeling sport? A child that has been accustomed from early youth to laugh and make merry at the misfortune of others, can scarcely by any human culture and training, be made a kind hearted and noble benefactor.

In a community like ours, a free public library, with choice books, and scientific and instructive lectures, adapted to the capacities of all, would be an inestimable blessing.

For the larger boys in our schools, military instruction cannot be too highly recommended. In every relation in which it may be considered, this forms an essential and valuable part of education. We know not when and how the skill and power that this knowledge imparts may be called into requisition. What are liberty and freedom of thought and speech worth, without the ability to maintain and defend them? There is no wiser maxim than this—"In peace prepare for war." No war can be more sudden and unexpected than the last. It came like a thunderbolt from a clear sky. But there are benefits to be derived from a military drill which are immediate, and which do not depend upon any future contingency. It affords the very best means and opportunities for physical culture. There is no system of gymnastics that has ever been invented, that will compare with this in efficiency, in developing the whole bodily organism in giving vigor and strength to the muscular system, and in securing a graceful attitude and carriage.

The number of pupils registered in all our schools the past term is as follows: In the High School, 806; in the Grammar Schools, 1843; in the Intermediate, 1817; and in the Primary, 3386; making in all, 7352.

All of which is respectfully submitted,

DANIEL LEACH,

Superintendent of Public Schools.

The catalogue of Mowry & Goff's English and Classical High School, shows a large degree of prosperity in that institution. Attendance for the year, Classical Department, 42; English and Scientific, 68; Preparatory, 69; total, 174.

The instruction of the school is thorough, systematic, and various, embracing not only the regular routine of book studies, but the nobler discipline of the physical powers, and the training of the morals of the young. The following remarks from "Designs of the School," commend themselves to the judgment of those seeking a safe and profitable school for boys.

"The highest culture and the most complete development can be secured only by training all the faculties. True manhood can be attained only by cultivating and disciplining all the nobler elements of our nature, physical, mental and moral.

"To realize such a system of development, discipline and culture, is the object aimed at by the Principals of this school.

"They do not attempt superior results in any one direction alone. Their aim is to furnish the means for a full, complete, systematical education. They endeavor to surround the pupils with all the aids needful to attain the best results. By a complete classification and gradation of the school, the best furnishings and fittings to the rooms, a valuable apparatus, and a well selected school library, they feel able to secure greater and better results than would otherwise be possible.

"But they do not forget that 'there is no royal road to learning.' Success is attained mainly by the faithful work of both teachers and pupils. They strive after the best

methods of imparting instruction, and endeavor to secure the most cordial and hearty co-operation of the pupils.

"The best educated and most successful teachers are employed in every department. Care is taken in the admission of pupils, to receive none of doubtful character. No pupil is allowed to remain a member of the school who exerts an injurious influence over others, or who by indolence and neglect of duty is unable to maintain a fair standing in his studies."

The following awards of honors from Brown University attest the superior scholarship of the teacher. :

At the Prize Examination in September, 1865, the following President's Premiums for excellence in Latin and Greek were awarded to pupils entering College from this school: In Latin, the first premium to Ray G. Huling. The second to Osgood C. Baker. In Greek, two equal second premiums to Ray G. Huling and Henry T. Grant.

At the Prize Examination in September, 1866, the second premium in Greek was awarded to Richard S. Colwell, from this school.

We commend the following "special instructions" in the California Training School. They are worth re-reading and memorizing:

1. *Punctuality*.—You will be present in the school-room at fifteen minutes before the time of opening school.

2. *Instruction*.—To become skillful in the art of teaching is the object that you should have in view in this department; hence, you should labor to excel in awakening an interest in your class, which shall secure excellence in scholarship and animation in recitations.... You must thoroughly master the course of study and the printed or written instructions with which you are furnished.... You should keep a note-book, and enter everything important relating to the management of your class, the method of keeping records, and the verbal instructions of the superintending teachers.

3. *Manners*.—Be respectful to your superintending teachers, and kind and courteous to your pupils.... Do not talk too much. Avoid a high pitch of voice.... Be cheerful and animated, but never frivolous towards pupils or teachers.

4. *Moral Influence*.—Seek to gain a power for good and noble purposes over the minds of your pupils.... Teach them a love of truth and reverence for the Deity.

5. *Order*.—Secure and maintain order and attention, for without these your teaching will be a failure.... Never scold or threaten. Reprimand with firmness, and report all insubordinate pupils to the superintending teachers.... Allow no whispering, playing, eating, or chewing gum in school hours. Allow no playthings in the hands of pupils.

6. *Recitations*.—You should make special preparation for each recitation.... Insist on the undivided attention of every pupil.... Avoid prompting or assisting the pupils in their answers... Avoid leading questions.... Insist on promptness and accuracy.... You will have more power over your class in a standing posture.... Be cheerful—be animated—be in earnest.

7. *Thoroughness*.—Not how much, but how well.

Miscellaneous.—Keep your desk neat.... Be correct in pronunciation and in the use of language.... Allow no paper to be thrown on the floor.... A low, sweet voice is music in the school-room.

THERE are 150,000 freedmen and children attending schools in the South, under the direction of the Freedmen's Bureau. This is the Bureau which President Johnson attempted to lock, and did for a few days, until Congress picked it, withdrew the bolt, and threw the key away.

THE Legislature of Tennessee has refused to organize and maintain a system of public schools, by a vote of 33 to 26. Do not such legislators and legislation need reconstructing?

CROSBY OPERA HOUSE ART ASSOCIATION; ITS PLAN AND OBJECTS.—In the Spring of 1865, Mr. U. H. CROSBY completed his magnificent Opera House, at a cost of \$600,000. Owing to the great excess of this expenditure over the original estimates, resulting from the enhanced value of materials and labor during the war, from modifications and improvements suggested in the progress of the work, which were necessary to perfect his design, and from other unforeseen causes, which it is unnecessary to state, Mr. Crosby became financially embarrassed, and only succeeded in his purpose of giving to Chicago this noble work of art at the expense of his fortune.

This reverse having made the sale of the property necessary, the friends of Art in that and Eastern cities have urged the idea of making its disposal the basis of a *national distribution of paintings and engravings*, upon the ART UNION plan. The suggestion met with the approval of gentlemen of prominence in business circles there, and led to the subscription, by a number of the leading citizens of Chicago, of a large fund for the institution of the "OPERA HOUSE ART ASSOCIATION," the objects of which should be the realization of the original cost of the Opera House, and the distribution of a large collection of paintings and engravings of value, selected from the works of the most eminent artists of America. The following notices are from sources that give guaranty to the genuineness of this Association :

"THE CHICAGO OPERA HOUSE.—It must be gratifying to the friends of Mr. Crosby, the owner of the Chicago Opera House, that his friends and the most prominent citizens of his State have voluntarily endorsed him and lent to his scheme the invaluable strength of their names. We are assured that the distribution will be made, and under the supervision of the responsible men who have so generously stood by a friend in the hour of his need. Who will become the owner of the Opera House itself, who of Bierstadt's "Yo Semite," who of this, that, or the other valuable and intrinsically desirable pictures? are queries in which art clubs and connoisseurs may well take an interest. The magnitude of the enterprise, the interest felt in Mr. Crosby's misfortunes, the signally novel and extended plan of operation, the names of the gentlemen who endorse it, and beyond all, the notable art-worth of the pictures offered as premiums, divest the scheme of its individual character and render it rather an affair of general public interest, whose honest management and successful out-working become the peculiar concern of thousands of people the country through."—*New York Daily Times*.

"CROSBY OPERA HOUSE ART ASSOCIATION.—It would seem that the party who lately visited Chicago, in charge of the President and Mr. Seward, were very much impressed with their visit to the Opera House. A New York leading journal says that the party, on visiting the Art Gallery on the following morning, occupied themselves busily in selecting lucky tickets, and on the occasion of some of them interrogating U. S. Grant as to the chances of success, the answer they obtained from the illustrious General was, that whoever gained the Opera House "*would make a big draw*." We thoroughly coincide with this opinion, and should be very much pleased if we could make it. Seriously, however, the chance of getting an Opera House worth \$600,000, and the extra chance of pictures varying in value from \$100 to \$20,000 in their worth, is very rare, especially when guaranteed, as this is, by a committee whose very names may count as so many millions—if not more—in the Stock Exchange. The chances are enough to make our mouth water, and, candidly, we should be ourselves too pleased to gain the lucky premium. If we did so, we should feel that there was scant necessity of dabbling with pen and ink for the rest of our life, and might feel inclined to do duty as a *semi-millionaire*, then and afterwards, for the remainder of the natural term which might be allotted to us."—*Phila. Press*.

CALIFORNIA still holds a high place among the stars of our educational firmament. Every number of the *Teacher* tells of active progress in the ascendancy. They have able and practical men to direct and control the movements of that large and growing State.

OUR friend Manchester's "Book Carrier" is a good article. Buy it and try it.

We have received the Twelfth Annual Report of the Board of Education of the City of Chicago, from which we glean the following interesting facts :

TEACHERS.

Number of Teachers at date of last report,.....	245
Number of Teachers at close of year,.....	265
Increase in one year,.....	20
	MALES. FEMALES.
High School Teachers,.....	6 8
Grammar School Teachers,.....	16 56
Primary School Teachers,.....	0 182

SCHOLARS.

Whole number enrolled,.....	24,859
Average number belonging,.....	14,608
Average daily attendance,.....	13,568
Per cent. of daily attendance,.....	92.1
Number of tardinesses,.....	51,559
Per cent. of tardinesses,.....	.8
Number of suspensions for absence,.....	5,032
Number of special suspensions,.....	141
Number of restorations by Superintendent,.....	1,442
Number of promotions from grade to grade,.....	13,439
Number neither late nor absent for the year,.....	158
Number not absent for the year,.....	241

The average attendance of the pupils in the Grammar Department for 1865-6 was 94.5 per cent.

We commend the following plan to check tardiness :

This evil has been very largely decreased during the past year. The number of tardinesses is 15,470 less than the previous year. During the year 1864-5, there were reported 67,021 cases upon an average enrollment of 18,210, or a trifle over 5 to each pupil. During the year 1865-6 there have been but 51,551 cases, upon an average enrollment of 14,609, or $3\frac{1}{2}$ to each pupil. Very much of this decrease is due to some very wise measures adopted by several of our Principals early in the year. Every tardy scholar is required to report to the Principal at his room, and a record is kept of the name of the scholar and of the excuse given for tardiness. As this record is kept by divisions, it is easy for the Principal to learn what pupils are most frequently tardy, and to make use of the proper means to correct the evil. Tardy scholars are not admitted to their rooms without a check from the Principal. This requires but little time, and has wrought most excellent results. This method was introduced in its full detail by Mr. Spofford of the Foster School, and a single month reduced the tardiness of that school more than 50 per cent. A record similar, in part, had been previously kept with good results by Mr. White of the Brown School, with whom the system originated.

That parents who may read this report may see what trivial excuses are often rendered for tardiness of children, I have copied the following from one of the records: "Had to run on errand," "Dinner was not ready," "Overslept," "Went to Drug Store," "Peddled papers and could not get back," "Clock stopped," "Went down town for mother," "Carried father's dinner," "Fell down," "Was minding baby."

The Superintendent discussed methods of teaching in the several studies, which we hope to be able to present in our next issue.

The following salaries are paid to the school officers and teachers for 1866 :

Officers.—Superintendent, \$3,000; Office Clerk, \$2,000; Building and Supply Agent, \$2,000; Messenger, \$12 per week.

High School Teachers.—Principal, \$2,400; Principal Normal Department, \$2,200; Male Assistants, \$2,000; Female Assistants, \$1,000; Principal Model School, \$1,100.

Principals of District Schools.—Large Schools, \$2,000; Wells School, \$2,000; S. Chicago School, \$1,600; Bridgeport School, \$1,600; Holstein School, \$1,000.

Female Teachers.—Head Assistant, \$1,000; other Female Teachers, for first fourteen weeks, \$450, for first year thereafter, \$550; for second year thereafter, \$700.

RESIDENT EDITORS' DEPARTMENT.

R. I. INSTITUTE OF INSTRUCTION.—At the recent meeting of the Rhode Island Institute, held at Pawtucket, twenty-six out of the thirty-four towns in the State were represented, and forty-eight towns and villages sent over four hundred delegates to this teachers' gathering. Such an attendance with its appropriate interest, augurs well for the advancement of the educational interests of our State.

THE Common Council of Providence has devoted \$3000 for the support of Evening Schools during the present winter, and the School Committee have appointed Messrs. DeMunn, Gamwell, Manchester, Snow and Johnson to take charge of them. This is an excellent work, and excellent men have been selected to carry it on. These schools commenced December 3d.

OBITUARY NOTICES.

MISS ANNIE E. WARDWELL.

Died in Bristol, Sabbath evening, Nov. 19th, 1866, after a long and painful sickness, Miss Annie E. Wardwell, aged 26 years.

Miss W. received the main portion of her education in the public schools of Bristol, graduating from the High School while it was under the charge of Rev. N. B. Cooke. While at this school she was distinguished for accurate and thorough scholarship, and for rare strength, solidity and vigor of mind.

Two years after, she graduated from Wheaton Female Seminary, at Norton, Mass., with high honors; and in 1862, she was appointed as a teacher in the High School of her native town. Her thorough training, liberal attainments, and elevated Christian character, fitted her for the work to which she devoted every energy of her mind and heart. She labored, not for popularity or mere temporary success, but with an earnest purpose, and a steadfast, conscientious desire to do her whole duties, she sought the permanent good of her pupils. Her dignity of character, her love of truth, her strict and constant adherence to duty, her abhorrence of all that was trifling and vain, her correct taste and candid judgments were constant teachers, and will continue to be to all who knew her in the varied relations of life. "The memory of the just is blessed."

MISS ALMY SPAULDING.

Died at her residence in Providence, September, 1866, Miss Almy Spaulding aged 70 years.

Her early life was passed in Bristol, R. I., whence she removed to this city about 1833, and opened a private school in the Third Ward. After teaching thus for two years, she was appointed Principal of the Primary School in East street, a position which she retained until 1864, when she was transferred to the Primary School on Mason street, which she conducted for one or two years.

Miss S. was a veteran teacher, having served the city of Providence for nearly a generation. During that time, more than three thousand different pupils received more or less of her discipline and instruction, and she lived long enough to receive under her care the *children* and *grand-children* of those who first learned their alphabet from her. She possessed a strong love for her work, especially that portion of it which partook of a benevolent character, and not only attended to the mental wants of her pupils, but was constantly using her own means, or procuring aid from others, to clothe and feed those who came to her school in destitute circumstances. Goldsmith's lines are appropriate to her:

"Pleased with his guests, the good man learned to glow,
And quite forgot their vices in their wo;
Careless their merits or their faults to scan,
His pity gave ere charity began.
Thus to relieve the wretched was his pride,
And even his failings leaned to virtue's side."

Her methods of instruction were novel, ingenious and attractive, and until age had lessened her activities, she was considered a very successful teacher. Her earnest and faithful labors will long be cherished by those who knew her, and though her rewards on earth were meager, her works do follow her, and we are sure that so worthy a laborer received the welcome from the Master; "Well done!" She had but just put off the harness of active service, when Death came to separate her from her trials, and join her to her Lord.

Thus the worn teacher at the close of day,
Laid by her books and talk and work for aye;
And when the sunlight on the mountain kissed
The brow of night,—her school-life was dismissed;
She hastened home to bear her sheaves at night,
And at *The Teacher's* feet she walks in white.

MARRIED.—At the residence of the bride's father, in Rehoboth, Mass., Nov. 14, 1866, Miss Sarah E. Carpenter, of Rehoboth, and Mr. Henry Moulton, of Taunton, Mass.

Thus marriage thins the Teachers' ranks,—“but oh! how slowly,” exclaims a friend near. Editorial thanks for a huge slice of the wedding dainties. We *never* forget those who thus remember us, and while we return thanks and congratulations for past favors, we solicit a continuance of the same from other parties. Hurry up, ladies! and don't forget the Resident Editors, if you wish a pleasant dream.

We hope the *seriously disposed* will cut out this paragraph for preservation.

“EVERY SATURDAY” has nearly completed its second year, and has won a high place among the periodicals of the day. Money paid for it is well spent. Dickens' Christmas Stories appear in No. 50. Get that issue and read it, and you will want volume 3d.

THE JOURNAL OF HEALTH comes to us laden with good words from able minds, on the best methods of preserving and securing health. We read none of our exchanges with more interest.

STEEL ENGRAVINGS.—We desire to invite the attention of our readers to an advertisement in the November number, of Steel Engravings, published by E. Brownell & Co., Newark, N. J. The subjects of these engravings are historical, national, sacred and domestic. The steel engraving is the only form in which the highest results of art and genius can become widely popular. The splendid collection of oil paintings at the Capitol, Cole's *Voyage of Life*, or the *Last Supper*, of Leonardo Da Vinci, even in copies by inferior artists, can only be possessed by a very few; but the patient skill of the engraver renders them a household possession—a sacred inheritance for every family in the land. Silently, in chastened beauty, in their appropriate places, they speak and appeal to our higher nature; better than books—than most books—they educate and refine the opening faculties. Those wise ancients, the Greeks—still our teachers—neglected not to surround their wives and children with beautiful forms, well knowing that beauty reproduces itself in endless varieties.

A fine steel engraving is the most chaste and appropriate adornment of the better room, indicating at once taste and refinement, and giving an elevated tone to the plainest surroundings, whilst a choice collection of these forms the true charm of a well furnished apartment. The man of business, the toil-worn artisan, the busy matron, amid her many cares, all need these silent monitors, awakening the slumbering powers of the soul, rekindling the fading embers upon the hearth-stone of the heart.

We have received from the publishers several engravings which are beautifully executed. Among the number received are the *Madonna of Raphael* and *Beatrice Cenci*. We have never seen these excelled. There is a perfection of beauty, a softness of delineation, or whiteness as of polished ivory contrasted and yet blending in such a manner, as to make an impression that cannot be described. One is never tired of looking at such pictures. The engraving of *Scott's Monument at Edinburgh*, is executed in the highest style of the art. The picture stands out in clear, bold distinctness.

Messrs. Brownell & Co. desire local agents for their pictures to whom they offer great inducements. Many of their engravings would adorn the school room. Are there not many of our readers who would desire to furnish their school rooms with pictures? You may do so by acting as an agent for them. A few subscribers would furnish you the means of obtaining many fine engravings. Address, E. Brownell & Co., Newark, N. J.

HON. NEWTON BATEMAN has just received a draft from California for \$1,521.46, forwarded by Hon. John Swett, Superintendent of Public Instruction of that State, being the first instalment of funds contributed by the public school children of California for the National Lincoln Monument. No one has entered more generously and heartily into the patriotic enterprise than Mr. Swett, nor have the public school children of any other State a nobler record in connection therewith than those of California. All honor to the Golden State of the Pacific, and to her noble State Superintendent of Instruction.—*Chicago, Ill., Republican, Nov. 24th, 1866.*

ORIGINAL IDEA.—The legislature of Georgia proposes to secure native teachers, by providing that every Georgia soldier, under thirty years of age, maimed in the service, may be educated at the State University at the public expense for such length of time as he will give his obligation to teach after leaving the University.

MR. ARTHUR'S NEW MAGAZINE FOR CHILDREN.—A magazine for the little ones, entitled "*The Children's Hour*," is about being started in Philadelphia, by T. S. Arthur, to be ready by 1st November. It is announced that in typography and illustration, this new magazine will be more beautiful than anything that has appeared in our country. As to its tone, quality and usefulness, we need not say a word. If, among all of our leading and popular authors, there is one more peculiarly fitted than another for this very work, it is Mr. Arthur. With mothers and children all over the land his name is already an honored household word. The public know him and confide in him. There are few parents who love their children, and seek to lead their tender minds to things true, and pure, and religious, who will not be eager to get "*The Children's Hour*." The price of this new magazine will be \$1.25 a year. Five copies will sent for \$5.00. A sample number will be mailed by the editor and publisher on receipt of 10 cents. Address him at Philadelphia.

Mr. Godey, in his *Lady's Book*, thus speaks in advance of this new enterprise:

"T. S. ARTHUR'S NEW MAGAZINE FOR CHILDREN.—We take more than usual pleasure in referring our readers to the prospectus of "*The Children's Hour*," a new magazine for the little ones. No one in the country is more widely or favorably known as a writer for children, than Mr. Arthur, and thousands of mothers who enjoyed and profited by his beautiful story-lessons, when young, will gladly accept the opportunity of placing this new magazine in the hands of their children.

"We understand that Mr. Arthur has long contemplated the issuing of a magazine for the young, but other literary engagements drew so heavily on his time and health, that he could not at any earlier period commence its publication. Now, all things favor the undertaking, and he comes to it with a loving interest in the work, delayed for years, that must insure its excellence and success.

"*The Children's Hour*" will not be the rival of any other juvenile periodical, but have its own distinctive features, and address itself to the work of helping the little ones, to take their first step in life, safely and pleasantly, in its own peculiar way. It will be the mother's assistant, as well as the child's companion, friend and counsellor.

The price of the Magazine is \$1.25 a year; or 5 copies for \$5. The first number of the "*Children's Hour*" will be ready on the first of November, and will be sent as a sample to any one inclosing 10 cents to the editor and publisher, T. S. Arthur, No. 323 Walnut Street, Philadelphia.

Don't fail to get a number. We hope that every mother who takes the *Lady's Book* will take Mr. Arthur's Child's Magazine also."

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ENLARGEMENT OF EVERY SATURDAY.—With the number for September 1st, *EVERY SATURDAY* will be enlarged from 32 to 40 pages. The great success of the journal justifies and demands this enlargement. The conductors will hereafter introduce as a feature SERIAL STORIES, in compliance with a general desire. They will select only those of a first class character, and of readable quality. "SILCOTE OF SILCOTES," by HENRY KINGSLEY, has just been begun, and others will follow shortly.

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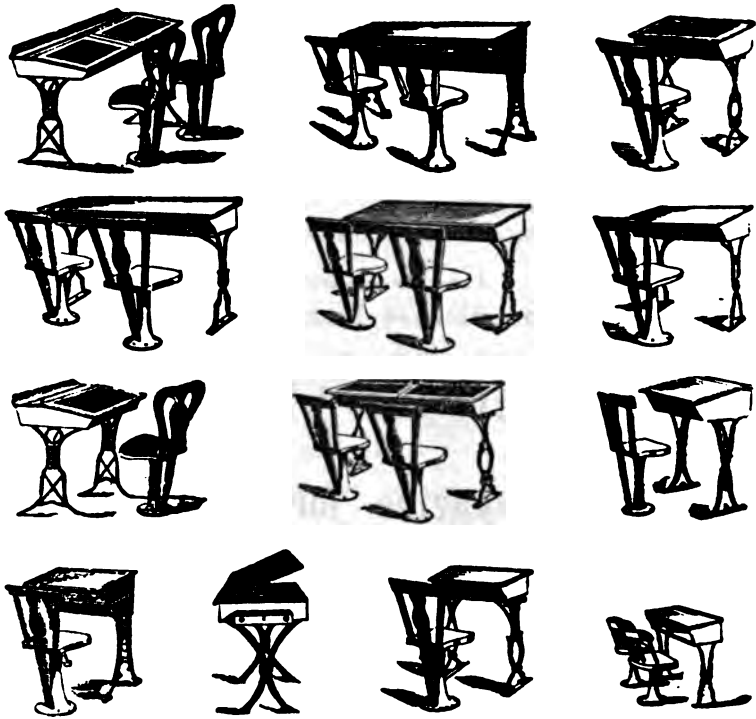
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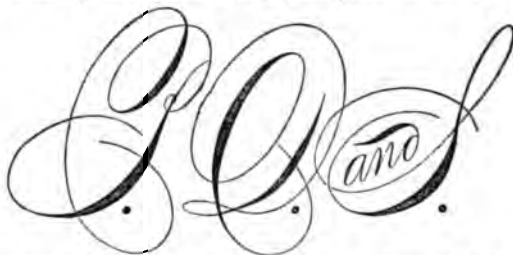
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